



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

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • [www.santacruzcoe.org](http://www.santacruzcoe.org)

**Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth  
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams**

**Student Trustee: Natalie Hofkins and Ruben Marcus**

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**Santa Cruz County Board of Education  
Regular Board Meeting  
Thursday, June 12, 2025  
5:30 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/85329135338>

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

**Phone Number: +1 (669) 444-9171**

**Meeting ID: 853 2913 5338**

**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](mailto:vvalentin@santacruzcoe.org) no later than 4:00 PM on June 12th. 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](mailto:vvalentin@santacruzcoe.org) a más tardar a las 4:00 PM del 12 de junio. Cada individuo solo puede hacer un comentario por tema.

## **AGENDA**

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

Abel Sanchez (President), Ed Acosta, Edward Estrada (Vice President), Greg Larson, Sue Roth, Bruce Van Allen, Rachel Williams  
Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)  
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: Abel Sanchez (President)

### **2. CLOSED SESSION DISCLOSURE**

President Sanchez will disclose that the Board will, in closed session, discuss matters relating to a litigation matter as noted in item 3.1.

### **3. CLOSED SESSION**

#### **3.1 Litigation Matter**

Superintendent Sabbah will share a litigation update with the County Board of Education. Action may be taken.

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

Motion &

Voice Vote: Abel Sanchez (President)

### **4. OPEN SESSION**

Open session will begin as soon thereafter as the matter can be heard.

### **5. PLEDGE OF ALLEGIANCE**

Superintendent Sabbah will lead the Pledge of Allegiance.

### **6. REPORT OUT AND ACTION ON CLOSED SESSION**

President Sanchez will report on actions made during Closed Session.

#### **6.1 Litigation Matter Discussion**

Superintendent Sabbah presented a litigation update with the County Board of Education. Action may be taken.



**7. APPROVAL OF AGENDA**

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

**8. 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.

**9. 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.

9.0.1 Minutes of the Regular Board Meeting held on May 15, 2025

9.0.2 Routine Budget Revisions

9.0.3 Donations

9.0.4 Adoption of a Screening Instrument to Determine Risk of Reading Difficulties (K-2)

**9.1 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.

**10. 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.

**11. STUDENT TRUSTEE REPORTS**

Student 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.

**12. REPORTS, DISCUSSIONS, AND PRESENTATIONS**

**12.1 Santa Cruz County Office of Education Retirement Recognitions**

The Board will recognize the important contributions of the following Santa Cruz County Office of Education employees who are retiring in the 2024-2025 school year.

Retirees: Kimber Collins, Guidance Counselor Technician II, Alternative Education  
Barbara Crosser, Executive Assistant, SELPA/MIS Technician, SELPA  
Rudy Lopez, CTE Instructor, Career and Adult Learning Services  
Diane Munoz, Community Organizer, Child Development Programs,  
Educational Services  
Sean Patrick, CTE Instructor, Career and Adult Learning Services  
Veronica Ramirez, Senior Instructional Aide, Court and Community  
Schools, Alternative Education  
Bonnie Shinliver, Senior Instructional Aide, Special Education

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

**12.2 Certificates of Completion for Administrative Credential Training**

The County Board of Education will recognize 22 administrators who have completed the Santa Cruz County Office of Education Clear Administrative Services Credential Program, Act II. The program is accredited by the California Commission on Teacher Credentialing and supports preliminary credential holders in refining their administrative competencies. These educators have demonstrated significant growth and development as educational leaders through a two-year job-embedded induction program focused on continuous reflection, leadership coaching, and equity-driven practice.

Administrators: Rachel Hofmann	Heather Maurin
Nichole Salles-Cunha	Brittany Burchall
Rachel Jones	Marisa Samuel
Dustin Carr	Joe Allen
Christie Danner	Kim Ponza
Roisin Vivo (Fahey)	Scott Keller
Elizabeth Ortiz	Carlo Albano
Esmerelda Flores	Ashley Moules
Hayley Newman	Elizabeth Ettinger
Meagan Hill	Patrick Lynch
Barbara Huebner	Shanna Urbancic

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools  
Dr. Marcia Russell, Associate Superintendent, Educational Services  
Brooke Hofkins, Senior Director, District Support and Leadership

**13. PUBLIC HEARINGS**

**13.1 Public Hearing: 2025-2026 Local Control Accountability Plan (LCAP) of the Santa Cruz County Office of Education**

In compliance with California EDC § 52062(b)(1), the Board will hold a public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed by the 2025-2026 Local Control Accountability Plan of the Santa Cruz County Office of Education and the 2025-2026 Annual Update, and 2025-2026 Budget Overview for Parents.

Open Public Hearing: Abel Sanchez (President)

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

Conduct and

Close Public Hearing: Abel Sanchez (President)

**13.2 Public Hearing: 2025-2026 Local Control Accountability Plan (LCAP) of the Santa Cruz County Career Advancement Charter School**

In compliance with California EDC § 52062(b)(1), the Board will hold a public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed by the 2025-2026 Local Control Accountability Plan of the Santa Cruz County Career Advancement Charter School and the 2025-2026 Annual Update, and 2025-2026 Budget Overview for Parents.

Open Public Hearing: Abel Sanchez (President)

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools  
Denise Guerra-Sanson, Executive Director, Student Program

Conduct and

Close Public Hearing: Abel Sanchez (President)

**13.3 Public Hearing: Santa Cruz County Office of Education 2025-2026 Budget**

The Santa Cruz County Office of Education's 2025-2026 Budget is presented for public comment in accordance with EDC § 1620 et seq., 24103. Per California Education Code Section 52062(b)(2), the board shall present the LCAP prior to presentation of the budget. A copy of the budget is available upon request.

Open Public Hearing: Abel Sanchez (President)

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

Conduct and

Close Public Hearing: Abel Sanchez (President)

**14. NEW BUSINESS AND ACTION ITEMS**

**14.1 Memorandum Of Understanding (“MOU”) - Charter School Authorization For Santa Cruz County Career Advancement Charter**

The Board will consider the proposed Memorandum of Understanding (MOU), which outlines the relationship between the Career Advancement Charter (CAC) and the Santa Cruz County Office of Education (COE). Certain aspects of CAC's operations and COE's oversight responsibilities are either not addressed or insufficiently addressed in the Charter petition. Accordingly, the MOU seeks to clarify these matters and establish the applicable requirements and procedures governing COE's oversight of the Charter School.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools  
Dr. Marcia Russell, Associate Superintendent, Educational Services

Motion &  
Voice Vote: Abel Sanchez (President)

**14.2 Petition to Renew Career Advancement Charter School**

Following a public hearing held on May 15, 2025, the Board will be asked to either approve (Resolution #25-19) or deny (Resolution #25-20) the petition to renew Career Advancement Charter School.

Presenter(s): Dr. Marcia Russell, Associate Superintendent, Educational Services  
Denise Guerra-Sanson, Executive Director, Student Program

Motion &  
Roll Call Vote: Abel Sanchez (President)

**15. SUPERINTENDENT'S REPORT**

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

**16. 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.

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

**18. 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.

County Board of Education  
Regular Meeting  
June 26, 2025  
Santa Cruz County Office of Education

Santa Cruz County Board of Education  
Agenda, Regular Meeting  
June 12, 2025

**County Board of Education  
Regular Meeting  
July 17, 2025  
Santa Cruz County Office of Education**

**County Board of Education  
Regular Meeting  
August 21, 2025  
Santa Cruz County Office of Education**

**County Board of Education  
Regular Meeting  
September 18, 2025  
Santa Cruz County Office of Education**

**County Board of Education  
Regular Meeting  
October 16, 2025  
Santa Cruz County Office of Education**

- 19. ADJOURNMENT**  
President Sanchez 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.



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 9.0.1

**Board Meeting Date:** June 12, 2025

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**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 May 15, 2025

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### BACKGROUND

Minutes from the regular board meeting on May 15, 2025.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Approve the board minutes.



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**Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth**  
**Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams**

**Student Trustee: Natalie Hofkins and Ruben Marcus**

## **Santa Cruz County Board of Education**

**Regular Board Meeting**

**Thursday, May 15, 2025**

**4:00 PM Closed Session**

**5:30 PM Open Session, soon thereafter matters can be heard  
Boardroom and/or Zoom**

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### **MEETING MINUTES**

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

Trustees Present at the Time of Roll Call:

Abel Sanchez (President), Edward Estrada (Vice President), Greg Larson, Sue Roth, Bruce Van Allen, Rachel Williams

Trustee Absent at Time of Roll Call:

Ed Acosta

Staff Present:

Dr. Faris Sabbah (Secretary), Xaloc Cabanes, Jason Borgen, Denise Guerra-Sanson, Nick Ibarra, Melissa Lopez, Rebecca Olker, Andres Ortiz, Jesus Reyes, Liann Reyes, Dr. Marcia Russell, Dr. Michael Paynter, Amity Sandage, Audrey Sirota, Dr. Heather Thomsen, Verenise Valentin, Stephanie Villa-Lopez

##### **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.

#### **2. CLOSED SESSION DISCLOSURE**

President Sanchez disclosed that the Board would, in closed session, discuss matters relating to an interdistrict transfer appeal hearing and litigation as noted in item 3.1, item 3.2, and item 3.3.

#### **3. CLOSED SESSION**

##### **3.1 Interdistrict Transfer Appeal Hearing #24-25-01**

The Board held an Interdistrict Transfer Appeal Hearing concerning a student wishing to attend school in the Scotts Valley Unified School District.

##### **3.2 Litigation Matter Discussion**

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

*Board Approved:*



Trustee Acosta arrived at the meeting.

**3.3 Litigation Matter Update**

Superintendent Sabbah shared a litigation update with the County Board of Education.

President Sanchez called for a 5 minute recess.

**4. OPEN SESSION**

Open session began at 5:52 p.m. The public was invited to enter the meeting room.

Student Trustees Natalie Hofkins and Ruben Marcus joined the Board for Open Session.

**5. PLEDGE OF ALLEGIANCE**

Superintendent Sabbah led the Pledge of Allegiance.

**6. REPORT OUT AND ACTION ON CLOSED SESSION**

President Sanchez reported on Closed Session items and action.

**6.1 Interdistrict Transfer Appeal Hearing #24-25-01**

A motion was made to uphold the district's decision to deny the interdistrict transfer (Estrada/Roth, 6-0-0-1).

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

**6.2 Litigation Matter Discussion**

A motion was made for the Santa Cruz County Office of Education to join suit on a mass action lawsuit (Larson/Estrada, 6-0-0-1).

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

**6.3 Litigation Matter Update**

No action was taken on this matter. This item was informational only.

**7. APPROVAL OF AGENDA**

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

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

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

**8. PUBLIC COMMENT**

Omar Dieguez (*Pajaro Valley Unified School District Resident*) shared concerns occurring in his district (PVUSD) and asked for support and resources from Superintendent Sabbah.

**9. CONSENT AGENDA**

- 9.0.1 Minutes of the Regular Board Meeting held on April 17, 2025
- 9.0.2 Budget Revisions
- 9.0.3 2025-2026 Personnel Commission Budget

A motion was made to approve the consent agenda as presented (Larson/Williams, 7-0).

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

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

**9.1 DEFERRED CONSENT ITEMS (if required)**

None.

**10. CORRESPONDENCE**

Official correspondence received by the Board was included herein.

**11. STUDENT TRUSTEE REPORTS**

Student Trustee Hofkins:

She reported that cottage school took a field trip to explore the Academy of Science Museum in San Francisco.

Student Trustee Marcus:

He shared that he's been busy with final exams and graduations.

**12. REPORTS, DISCUSSIONS, AND PRESENTATIONS**

**12.1 2025 Educators and Community Partner of the Year**

Each year, the Santa Cruz County Board of Education celebrates the accomplishments of teachers, classified employees, administrators, school counselors, and a local Community Partner. Award recipients are nominated by their peers and are awarded a plaque of outstanding achievement by Superintendent Sabbah.

Award Recipients: X-Academy, Community Partner of the Year  
John Postovit, Teacher of the Year, Scotts Valley USD  
Minc Robinson Brooker, Teacher of the Year, PVUSD  
Sylvia Alba, Counselor of the Year, PVUSD  
Amy Hedrick-Farr, Administrator of the Year, SCCS  
Jessica Serna Castañeda, Classified Employee of the Year, SCCS

Andres Ortiz, Student Leadership and Engagement Coordinator, shared appreciation for Minc Robinson Brooker.

*Board Approved:*

Christie Danner, Scotts Valley High School Vice Principal shared appreciation for John Postovit.

Dr. Faris Sabbah shared appreciation for Sylvia Alba.

Jason Borgen, Chief Technology and Innovation Office, shared appreciation for X-Academy.

Amariah Hernandez, Harbor High Principal, shared appreciation for Jessica Serna Castañeda.

Liann Reyes, Deputy-Superintendent Business Services, and Dr. Heather Thomen, School Health Manager, shared appreciation for Amy Hedrick-Farr.

**12.2 Santa Cruz COE's Youth Led Leadership Alliance Presentation**

Our student leadership initiatives provide opportunities for students to develop and practice essential leadership skills such as collaboration, public speaking, self-confidence, critical thinking, and civic engagement. Students from the Santa Cruz COE's Youth Led Leadership Alliance (YLLA), representing seven leadership groups with specific goals and objectives, shared their projects and highlights during the 2024-2025 school year with the board.

Nick Ibarra, Communications and Engagement Director, and Andres Ortiz, Student Leadership and Engagement Coordinator, introduced the various student groups.

Trustee Acosta left the board meeting.

Student Trustee Hofkins and Student Trustee Marcus left the meeting.

**13. PUBLIC HEARING**

**13.1 Career Advancement Charter School (CAC) - Petition for Renewal**

The County Board of Education held a public hearing to assess the level of support for the Career Advancement Charter School renewal petition. The public was invited to share their comments.

The Petition for Renewal was submitted to the Santa Cruz County Board of Education on April 22, 2025. The Board will consider approval or denial of the petition at its regular meeting on June 12, 2025, in accordance with Education Code § 47605(b).

President Sanchez opened, conducted and closed the public hearing.

Dr. Marcia Russell presented an overview of the renewal process to the Board.

Dr. Faris Sabbah, County Superintendent of Schools, Denise Sony Guerra-Sanson, Executive Director, Student Programs, and Jesus Reyes, Community Organizer, presented the petition for renewal.

Trustees asked clarifying questions to both teams.

**14. NEW BUSINESS AND ACTION**

**14.1 Resolution #25-16 Recognizing LGBTQIA2S+ Pride Month**

Earlier this month, the Santa Cruz County Office of Education, alongside school districts, raised the Progress Flag in honor of Harvey Milk Day. The Progress Flag is a visual representation of acceptance and inclusion.

A motion was made to approve Resolution #25-16 Recognizing LGBTQIA2S+ Pride Month as presented (Larson/Van Allen, 6-0-0-1).

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

**14.2 Resolution #25-17 Recognizing Juneteenth**

Resolution #25-17 acknowledges June 19, 2025, as Juneteenth, commemorating the end of slavery in the United States and celebrating Black American freedom, resilience, and cultural contributions. By recognizing Juneteenth, the Santa Cruz COE reaffirms its commitment to equity, inclusion, and the creation of safe, supportive learning environments for all students and communities.

A motion was made to approve Resolution #25-17 Recognizing Juneteenth as presented (Larson/Van Allen, 6-0-0-1).

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

**14.3 First Reading - Board Policies (0000s Series)**

The County Board of Education may adopt modified policies 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 0415	Equity
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A motion was made to approve BP 0415 Equity and waive a second reading with a language addition to include "disability and LGBTQ+ backgrounds" (Williams/Estrada, 6-0-0-1).

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

**14.4 First Reading - Board Policies (5000s Series)**

The County Board of Education may adopt modified policies 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 5141.52	Suicide Prevention
BP 5145.13	Response to Immigration Enforcement

A motion was made to approve BP 5141.52 Suicide Prevention and BP 5145.13 Response to Immigration Enforcement and waive a second reading (Estrada/Larson, 6-0-0-1).

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

**14.5 Resolution #25-18 Establishing Institutional Membership in the Association of California County Boards of Education (ACCBE)**

Resolution #25-18 proposes that the Santa Cruz County Board of Education join the Association of California County Boards of Education (ACCBE) to strengthen advocacy for students and public education statewide. Membership will provide a unified voice for County Boards and support leadership on issues affecting vulnerable student populations.

A motion was made to approve Resolution #25-18 Establishing Institutional Membership in the Association of California County Boards of Education (ACCBE) and to bring this item back for an annual review (Van Allen/Estrada, 6-0-0-1).

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

**15. SUPERINTENDENT'S REPORT**

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

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

President Sanchez

He attended the PCS fundraiser BASH and shared thoughts on the board meeting start time.

Vice President Estrada

He attended the COE flag raising, the Queer Youth Leadership Awards dinner, and the United Ways Awards Gala.

Trustee Williams

She attended Inside Education, the Youth for Environmental Action Summit, met with the policy committee, and attended the COE picnic.

Trustee Van Allen

He attended the Queer Youth Leadership Awards dinner and the Youth for Environmental Action Summit.

Trustee Larson:

He submitted his report in the board meeting packet. He shared that he will be joining the June 26, 2025 board meeting via zoom.

Trustee Roth:

She attended the Rainbow Flag Raising at the SCCOE, attended the Queer Youth Leadership Awards, and the SCCOE Annual Picnic.

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

**17.1 Community Outreach & Legislative Committee**

Trustee Larson reported that the committee will be bringing housing resolutions to the June 12, 2025 board meeting.

**18. 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.

Countywide Black Student Graduation  
May 24, 2025  
London Nelson

COE Alternative Education & Career Advancement Charter Graduations  
Week of May 27 - 30, 2025  
Various Locations

Santa Cruz Pride  
June 1, 2025  
Downtown Santa Cruz

**County Board of Education  
Regular Meeting  
June 12, 2025  
Santa Cruz County Office of Education**

**County Board of Education  
Regular Meeting  
June 26, 2025  
Santa Cruz County Office of Education**

**19. ADJOURNMENT**

President Sanchez adjourned the meeting at 9:41 p.m.



**SANTA CRUZ**  
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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 9.0.2

**Board Meeting Date:** June 12, 2025

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Routine Budget Revisions

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#### BACKGROUND

Routine Budget Revisions

#### FUNDING IMPLICATIONS

Included herein.

#### RECOMMENDATION

Approve the Routine Budget Revisions.



## MEMO

DATE: June 8, 2025

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: May Budget Revisions

This memo summarizes notable budget revisions processed during May 2025. The following adjustments were made to both Unrestricted and Restricted budgets:

### Unrestricted Fund

- **Revenues:**
  - **Net Increase of \$1,148,831:**
    - \$780,598 – Medi-Cal Administrative Activities (MAA) Pass-Thru
    - \$300,000 – Updated Interest Revenue Estimates
    - \$106,524 – Updated MAA reimbursement
- **Expenditures:**
  - **Net Increase of \$563,614**
    - \$780,598 –MAA Pass-Thru
    - (\$216,984) – Net reductions to salaries, benefits, supplies and services to better align with anticipated programmatic needs through June 30
- **Fund Balance Impact:**
  - Net increase of **\$597,887** to the Unrestricted Fund Balance.



## **Restricted Fund**

- **Revenues:**

- **Net Increase of \$376,679:**

- \$330,240 – Alternative Education updated allocation for the Student Support & Enrichment Block Grant (SSEBG)
    - \$84,576 – Ed Services Partnership with San Joaquin COE for Math, Science & Computer Science (Cal-MSCS)
    - \$28,673 – Ed Services Updated S5C (Santa Cruz County College & Career Commitment) updated membership fees

- **Expenditures:**

- **Net Decrease of (\$136,790):**

- \$327,567 – Alternative Education updated summer school salary and benefit estimates
    - (\$230,813) – Alternative Education reduction in materials and supplies
    - (\$216,743) – Maintenance & Operations adjustments to supplies and services to more better reflect anticipated year-end needs

### **Fund Balance Impact:**

- Net increase of **\$500,996** to the Restricted fund balance.

## **Pacheco Bill Compliance**

There were no professional service agreements or contracts exceeding \$25,000 requiring budget revisions in May 2025.

## **Ongoing Budget Monitoring**

The Business Services team continues to work collaboratively with departments and program managers to monitor revenues and expenditures as we finalize the 2025-26 Budget and begin closing out the 2024-25 fiscal year.

Please feel free to contact us should you have any questions.

LR:ml

			2024-25 Adopted Budget			2024-25 Revised Budget as of April 30, 2025			May 2025 Budget Revisions Processed			2024-25 Revised Budget as of May 31, 2025		
REVENUES			UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
A1	LCFF Sources		\$ 28,104,634	\$ 8,875,494	\$ 36,980,128	\$ 29,411,994	\$ 9,040,733	\$ 38,452,727	\$ (58,281)	\$ 67,629	\$ 9,348	\$ 29,353,713	\$ 9,108,362	\$ 38,462,075
A2	Federal Revenue		\$ 3,500,000	\$ 1,686,475	\$ 5,186,475	\$ 3,500,000	\$ 3,517,282	\$ 7,017,282	\$ 780,598	\$ (17,065)	\$ 763,533	\$ 4,280,598	\$ 3,500,216	\$ 7,780,815
A3	Other State Revenue		\$ 313,094	\$ 13,568,920	\$ 13,882,014	\$ 313,074	\$ 18,368,695	\$ 18,681,770	\$ (662)	\$ 267,510	\$ 266,848	\$ 312,412	\$ 18,636,205	\$ 18,948,617
A4	Other Local Revenue		\$ 3,025,566	\$ 9,587,088	\$ 12,612,654	\$ 4,375,438	\$ 11,628,745	\$ 16,004,183	\$ 427,175	\$ 58,605	\$ 485,780	\$ 4,802,613	\$ 11,687,350	\$ 16,489,963
	TOTAL, REVENUES		\$ 34,943,294	\$ 33,717,977	\$ 68,661,271	\$ 37,600,506	\$ 42,555,455	\$ 80,155,961	\$ 1,148,831	\$ 376,679	\$ 1,525,509	\$ 38,749,336	\$ 42,932,134	\$ 81,681,470
EXPENDITURES														
B1	Certificated Salaries		\$ 6,166,806	\$ 8,706,724	\$ 14,873,530	\$ 6,245,606	\$ 8,353,745	\$ 14,599,351	\$ (18,775)	\$ 214,789	\$ 196,014	\$ 6,226,831	\$ 8,568,534	\$ 14,795,365
B2	Classified Salaries		\$ 9,727,237	\$ 8,074,850	\$ 17,802,087	\$ 9,444,663	\$ 8,219,867	\$ 17,664,530	\$ 45,905	\$ 54,695	\$ 100,600	\$ 9,490,568	\$ 8,274,562	\$ 17,765,130
B3	Employee Benefits		\$ 9,306,199	\$ 11,184,829	\$ 20,491,028	\$ 8,732,112	\$ 10,739,220	\$ 19,471,332	\$ 9,906	\$ 93,038	\$ 102,944	\$ 8,742,018	\$ 10,832,258	\$ 19,574,276
B4	Books and Supplies		\$ 1,694,433	\$ 784,005	\$ 2,478,438	\$ 1,719,546	\$ 1,007,222	\$ 2,726,768	\$ 128,047	\$ (295,382)	\$ (167,334)	\$ 1,847,593	\$ 711,840	\$ 2,559,433
B5	Services and Other Operating Expenditures		\$ 6,091,652	\$ 5,636,471	\$ 11,728,123	\$ 6,449,859	\$ 8,829,362	\$ 15,279,222	\$ (459,423)	\$ (180,432)	\$ (639,856)	\$ 5,990,436	\$ 8,648,930	\$ 14,639,366
B6	Capital Outlay		\$ 220,000	\$ 40,276	\$ 260,276	\$ 381,861	\$ 253,079	\$ 634,940	\$ 47,901	\$ -	\$ 47,901	\$ 429,762	\$ 253,079	\$ 682,842
B7	Other Outgo (excluding Transfers of Indirect Costs)		\$ 3,500,000	\$ -	\$ 3,500,000	\$ 3,500,000	\$ -	\$ 3,500,000	\$ 780,598	\$ -	\$ 780,598	\$ 4,280,598	\$ -	\$ 4,280,598
B8	Other Outgo - Transfers of Indirect Costs		\$ (2,067,416)	\$ 1,946,449	\$ (120,967)	\$ (2,347,467)	\$ 2,190,560	\$ (156,906)	\$ 29,455	\$ (23,498)	\$ 5,957	\$ (2,318,012)	\$ 2,167,062	\$ (150,950)
	TOTAL EXPENDITURES		\$ 34,638,910	\$ 36,373,604	\$ 71,012,514	\$ 34,126,181	\$ 39,593,056	\$ 73,719,237	\$ 563,614	\$ (136,790)	\$ 426,824	\$ 34,689,795	\$ 39,456,265	\$ 74,146,061
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			\$ 304,384	\$ (2,655,628)	\$ (2,351,243)	\$ 3,474,325	\$ 2,962,399	\$ 6,436,724	\$ 585,216	\$ 513,469	\$ 1,098,685	\$ 4,059,541	\$ 3,475,868	\$ 7,535,409
OTHER FINANCING SOURCES/USES														
Interfund Transfers														
C1	a) Transfers In		\$ -	\$ -	\$ -	\$ 55,244	\$ -	\$ 55,244	\$ 197	\$ -	\$ 197	\$ 55,441	\$ -	\$ 55,441
C2	b) Transfers Out		\$ 281,540	\$ 1,000,000	\$ 1,281,540	\$ 386,780	\$ 1,200,803	\$ 1,587,583	\$ -	\$ -	\$ -	\$ 386,780	\$ 1,200,803	\$ 1,587,583
	Other Sources/Uses				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
C3	a) Sources		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
C3	b) Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
C4	Contributions		\$ (2,019,107)	\$ 2,019,107	\$ -	\$ (2,125,192)	\$ 2,125,192	\$ 0	\$ 12,473	\$ (12,473)	\$ (0)	\$ (2,112,719)	\$ 2,112,719	\$ 0
	TOTAL OTHER FINANCING SOURCES/USES		\$ (2,300,647)	\$ 1,019,107	\$ (1,281,540)	\$ (2,456,728)	\$ 924,389	\$ (1,532,339)	\$ 12,670	\$ (12,473)	\$ 197	\$ (2,444,057)	\$ 911,916	\$ (1,532,141)
NET INCREASE (DECREASE) IN FUND BALANCE			\$ (1,996,263)	\$ (1,636,520)	\$ (3,632,783)	\$ 1,017,597	\$ 3,886,788	\$ 4,904,385	\$ 597,887	\$ 500,996	\$ 1,098,883	\$ 1,615,484	\$ 4,387,784	\$ 6,003,268
FUND BALANCE, RESERVES														
D1	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	\$ 27,208,589	\$ 9,358,346	\$ 36,566,935	\$ -	\$ -	\$ -	\$ 27,208,589	\$ 9,358,346	\$ 36,566,935
D2	Ending Balance, June 30		\$ 26,282,367	\$ 5,202,135	\$ 31,484,501	\$ 28,226,187	\$ 13,245,134	\$ 41,471,321	\$ 597,887	\$ 500,996	\$ 1,098,883	\$ 28,824,073	\$ 13,746,130	\$ 42,570,203



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 9.0.3

**Board Meeting Date:** June 12, 2025

☒

**Action**

☐

**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Business Department

**SUBJECT:** Donations

---

#### **BACKGROUND**

County Board of Education Policy 3290 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

#### **FUNDING IMPLICATIONS**

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

#### **RECOMMENDATION**

Accept gifts and donations as follows:

<u>Program</u>	<u>Donor</u>	<u>Value</u>
None specified (For the benefit of students, educators, and programs)	Alyssa Alto	\$6,684.55
Cypress High School Gender and Sexuality Alliance (GSA) Program	Santa Cruz County Community Foundation	\$650.00



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 9.0.4

**Board Meeting Date:** June 12, 2025

☒

**Action**



**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Student Programs Department

**SUBJECT:** Adoption of a Screening Instrument to Determine Risk of Reading Difficulties (K-2)

---

#### **BACKGROUND**

Pursuant to Education Code Section 53008, LEAs serving students in kindergarten through grade 2 are required to adopt one or more screening instruments to assess students for risk of reading difficulties by June 30, 2025. These instruments must be selected from the California Department of Education's approved list and adopted in a public meeting of the governing board.

The Santa Cruz County Office of Education (COE) Special Education Administration convened a screening team to evaluate options. After a thorough review of three approved instruments, the team recommends the adoption of Multitudes, a screener developed by UCSF and provided at no cost to public schools in California.

#### **FUNDING IMPLICATIONS**

None.

#### **RECOMMENDATION**

Staff recommends that the Board adopt Multitudes as the official screening instrument for assessing the risk of reading difficulties in K-2 students within SCCOE regional Special Education programs.

## **CONSENT AGENDA ITEM: Action**

*Adopt screening instruments at a public meeting of their governing board before June 30, 2025*

### **Screening Instrument to Determine Risk of Reading Difficulties**

On or before June 30, 2025, the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 shall adopt, at a public meeting, one or more screening instruments to assess pupils for risk of reading difficulties pursuant to section EC 53008. From the list of approved tools and based upon evaluation, the team recommends Multitudes. SCCOE Special Education Administration recommends that the Board approve the adoption of the screener as presented.

### **SCCOE District Lens**

*Purpose: To facilitate district analysis of current conditions, resources, and data.*

#### **Purpose of the Screener:**

- Ensure early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for students.
- It is used as part of a broader process that evaluates student needs and progress.
- Screening should be used to inform individualized instruction, measure a student's progress, identify learning needs, and enable parents and educators to discuss needs in an informed way.
- Provide assessments for both English-speaking and non-English speaking students in their primary language if assessments in those languages are available.

#### **SCCOE Student Lens:**

- All K-2 students attending SCCOE regional Special Education programs have Individualized Education Plans (IEPs) and have been assessed in all areas of suspected disability including in the area of reading.
- As appropriate for each student's unique needs, students in ESN programs have one or more IEP goals in the area of reading.
- This tool would be an additional measure to assess students' reading readiness and reading skills.
- Our K-2 grades students are enrolled in ESN and Autism regional programs.
- Based on our student population, we need a tool that can assess students who are English Learners and who are in grades K, 1, and 2.

### **System Alignment & Screener Components**

*Purpose: To give the selection committee an opportunity to examine the list of approved SCREENING INSTRUMENTS.*

#### **Reading Screener Team:**

- Deven Stark, Executive Director Special Education
- Kelli Smart, School Psychologist/Case Manager
- Sarah Strite, Program Coordinator

#### **Screener Instrument Review:**

The Reading Screener team reviewed three of the four approved screeners. The fourth screener, Rapid Online Assessment of Reading (ROAR), is only available in English and is recommended for grades 1-2, which does not align with the needs of our student population. The screeners were assessed based on the strengths of the programs and their suitability for our students. Amira and mClass both provide reading intervention programs, which are not needed in our SCCOE regional programs based on student's Individualized Educational Plans and specialized educational programs. Based on this evaluation, the

**Multitudes** screener is recommended. **Multitudes** was developed by UCSF and is offered at no cost to California public school districts, including training on how to use the screener.

**Decision: Recommendation**

***Purpose:*** *To come to consensus and make a decision on which screening instrument(s) to adopt.*

Upon completion of the review, the Reading Screener Team recommends adopting **Multitudes**.

**NEXT STEPS**

*Purpose: To consider next steps once the screener(s) has been adopted by the LEA.*

**Staff & Family Involvement & Communication:**

- SCCOE will provide parents or guardians with information about the screening, including dates of the screening, and instructions on how to opt out no later than 15 days before screening.
- SCCOE will provide information through Back-to-School materials on Parent Square.
- Results from the assessment will be made available to parents/guardians no more than 45 calendar days after administration.
- Results will include information about how to interpret the results as well as next steps to support students if applicable



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 10.0

**Board Meeting Date:** June 12, 2025

☐

Action

☒

Information

**TO:** Santa Cruz County Board of Education

**FROM:** Administration Department

**SUBJECT:** Correspondence

---

#### **BACKGROUND**

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

#### **FUNDING IMPLICATIONS**

None.

#### **RECOMMENDATION**

Receive the correspondence.



Verenise Valentin <vvalentin@santacruzcoe.org>

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## Thank You for Becoming a Founding Member of ACCBE!

1 message

---

**Christopher Williams** <cwilliams@accbe.org>

Thu, May 22, 2025 at 12:11 PM

To: rwilliams@santacruzcoe.org

Cc: Bina Lefkovitz <president@accbe.org>, fsabbah@santacruzcoe.org, vvalentin@santacruzcoe.org

Dear Rachel,

Thank you to the Santa Cruz County Board of Education for joining the Association of California County Boards of Education (ACCBE)! We appreciate your vision and commitment to strengthening the voice of County Boards of Education across the state.

### Your Role as a Member

Your leadership helps shape this organization from the ground up, ensuring county boards have a dedicated platform for advocacy, networking, and professional development.

Founding members to date include **Calaveras, Colusa, Del Norte, Fresno, Glenn, Imperial, Los Angeles, Mendocino, Monterey, Napa, Nevada, Orange, Placer, Riverside, Sacramento, San Mateo, Santa Clara, Santa Cruz, Stanislaus, Sonoma, Sutter, Tehama, Tuolumne and Yolo**. Several other counties will vote to join in April/May, which will further expand our reach and impact, representing over 60% of all students served in our state. Our goal is to have 30 county boards join as members by the end of May.

### Membership Benefits

- Unify advocacy efforts across counties to amplify the voice, visibility and influence of County Boards
- Build strong coalitions with mission-aligned organizations and facilitate partnerships with County Offices of Education to improve governance
- Provide engaging workshops and webinars to help spark innovative, forward-thinking solutions for County Offices of Education
- Establish a supportive peer network and a trusted space for shared wisdom or mutual support among trustees.
- Offer personalized and group coaching to strengthen leadership capabilities and enhance trustee effectiveness
- Curate a robust resource library of model programs, policies and practices leveraged by County Boards

**Want to Get Involved?** As a peer to peer and peer led organization we need your time, talent and input. Here are key opportunities for your board to stay engaged:

- ✓ **Appoint a Representative** – We ask each board to designate an ACCBE liaison to keep your board informed, provide feedback, and help shape ACCBE's collective advocacy priorities.
- ✓ **Join a Committee** – Help shape ACCBE's work through:
  - **Advocacy** – Guide legislative priorities and outreach efforts. ***We encourage board liaisons to serve on this committee.***
  - **Planning & Programs** – Develop networking events, training sessions, and forums.
  - **Recruitment & Engagement** – Recruit new members by encouraging your network of trustees to join ACCBE.
- ✓ **Become a Mentor/Coach** – Support a newer County Board Member by connecting once a month and attending one mentor training.
- ✓ **Download ACCBE's Trustee Handbook**



✔ **Attend Our Events & Trainings** – Engage in discussions on policy, leadership, effective Governance and best practices. Video recordings and PPTs for past events are available on the ACCBE website.

**Creating Coalitions and Partnerships is a core part of the work.**

We have been meeting regularly with the California County Superintendents, and have plans to coordinate and collaborate our advocacy efforts for court and community schools and strengthen effective governance practices. The Small School Districts Association is partnering with us to identify ways we can work together. Please feel free to reach out with any questions or ideas.

Best regards,  
Christopher Williams  
Program Director  
Association of California County Boards of Education  
(904) 703-3352  
[cwilliams@accbe.org](mailto:cwilliams@accbe.org)



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 12.1

**Board Meeting Date:** June 12, 2025

☐

Action

☒

Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Santa Cruz County Office of Education Retirement Recognitions

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#### BACKGROUND

The Board will recognize the important contributions of the following Santa Cruz County Office of Education employees who are retiring in the 2024-2025 school year.

**Retirees:** Kimber Collins, Guidance Counselor Technician II, Alternative Education  
Barbara Crosser, Executive Assistant, SELPA/MIS Technician, SELPA  
Rudy Lopez, CTE Instructor, Career and Adult Learning Services  
Diane Munoz, Community Organizer, Child Development Programs, Ed. Services  
Sean Patrick, CTE Instructor, Career and Adult Learning Services  
Veronica Ramirez, Sr. Instructional Aide, Court & Community Schools, Alt. Ed.  
Bonnie Shinliver, Senior Instructional Aide, Special Education

#### FUNDING IMPLICATIONS

None.

#### RECOMMENDATION

Receive the presentation.



**SANTA CRUZ**  
COUNTY OFFICE OF  
**EDUCATION**

# Retirement Recognitions

June 12, 2025

# Retirees

- Sean Patrick
- Barbara Crosser
- Rudy Lopez
- Kimber Collins
- Diane Munoz
- Bonnie Shinliver
- Veronica Ramirez

150+ years of combined service to students!







# Sean Patrick

**CTE Instructor**

**Career and Adult Learning Services**

**14 Years of Service**





# Barbara Crosser

**Executive Assistant, SELPA/MIS Technician**  
**SELPA**

**2 Years of Service at the COE**







# Rudy Lopez

**CTE Instructor**

**Career and Adult Learning Services**

**16 Years of Service**





# Kimber Collins

**Guidance Counselor Technician II**  
**Alternative Education**  
**18 Years of Service at the COE**







# Diane Munoz

**Community Organizer, Child Development Programs  
Educational Services**

**25 Years of Service at the COE**



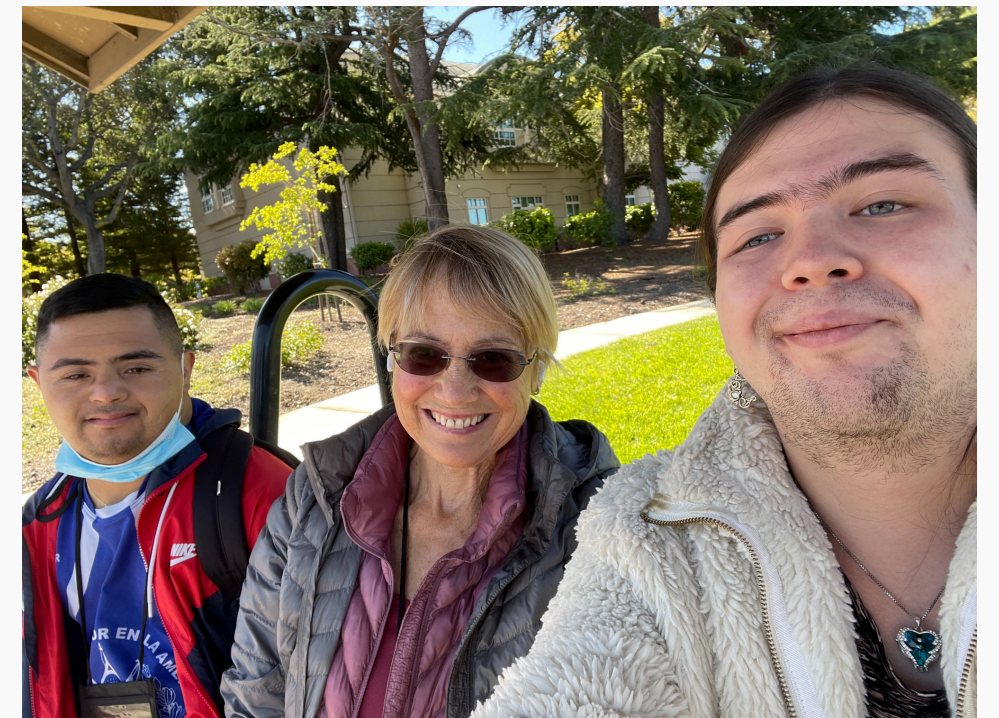




# Bonnie Shinliver

**Senior Instructional Aide  
Special Education**

**34 Years of Service at the COE**







# Veronica Ramirez

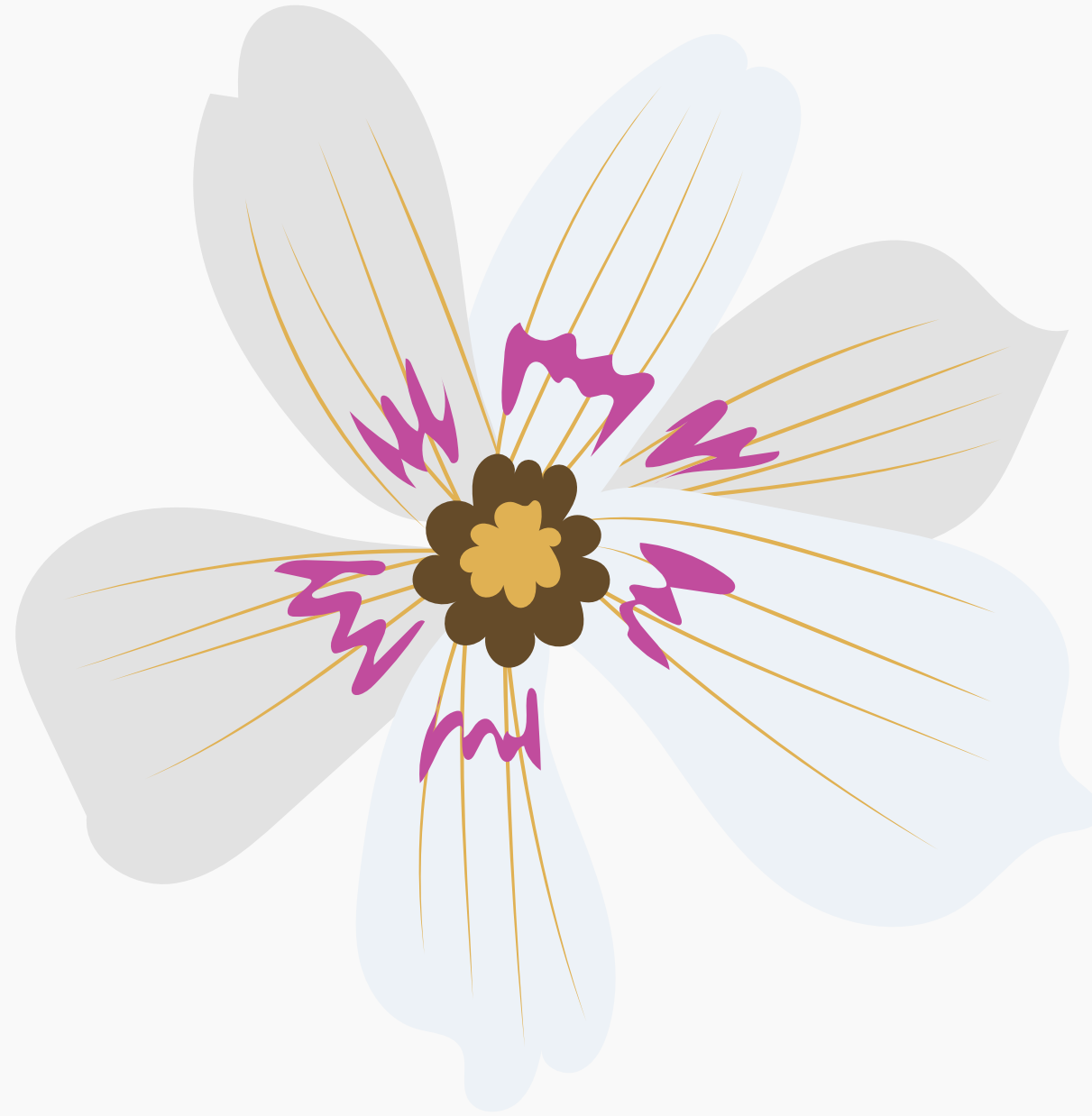
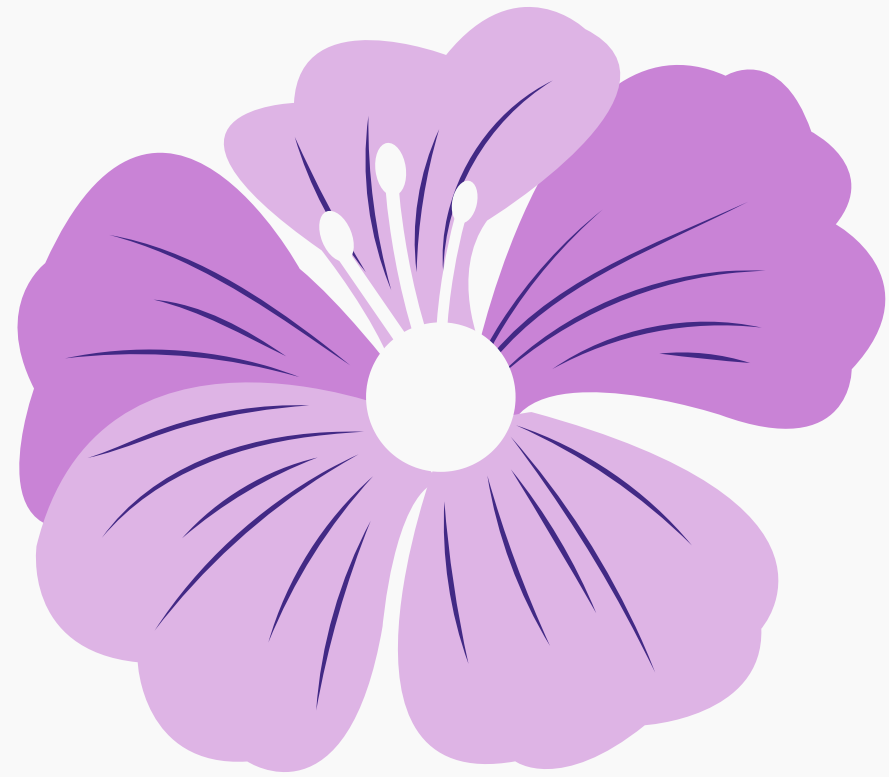
**Senior Instructional Aide, Court and Community Schools**

**Alternative Education**

**42 Years of Service**







*THANK YOU!*

For your many years of dedication to our students



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 12.2

**Board Meeting Date:** June 12, 2025

☐

**Action**

☒

**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools  
Dr. Marcia Russell, Associate Superintendent, Educational Services  
Brooke Hofkins, Senior Director, District Support and Leadership

**SUBJECT:** Certificates of Completion for Administrative Credential Training

#### BACKGROUND

The County Board of Education will recognize 22 administrators who have completed the Santa Cruz County Office of Education Clear Administrative Services Credential Program, Act II. The program is accredited by the California Commission on Teacher Credentialing and supports preliminary credential holders in refining their administrative competencies. These educators have demonstrated significant growth and development as educational leaders through a two-year job-embedded induction program focused on continuous reflection, leadership coaching, and equity-driven practice.

Administrators:	Rachel Hofmann	Heather Maurin	Nichole Salles-Cunha
	Brittany Burchall	Rachel Jones	Marisa Samuel
	Dustin Carr	Joe Allen	Christie Danner
	Kim Ponza	Roisin Vivo (Fahey)	Scott Keller
	Elizabeth Ortiz	Carlo Albano	Esmerelda Flores
	Ashley Moules	Hayley Newman	Elizabeth Ettinger
	Meagan Hill	Patrick Lynch	Barbara Huebner
	Shanna Urbancic		

#### FUNDING IMPLICATIONS

None.

#### RECOMMENDATION

Receive the presentation.

**Tier 2 Santa Cruz COE Cohort 6 2023-25**

Candidate	Position	Location	District
Rachel Hofmann	Principal	Baymonte Christian	Private School
Heather Maurin	Admin, Behavior	SELPA	PVUSD
Nichole Salles-Cunha	Special Services,	SELPA	PVUSD
Brittany Burchall	Assistant Principal	New Brighton	SUESD
Rachel Jones	Assistant Principal	Aptos High	PVUSD
Marisa Samuel	Assistant Principal	Watsonville High	PVUSD
Dustin Carr	Assistant Principal	Santa Cruz High	SCCS
Joe Allen	Principal	SV Middle School	SVUSD
Christie Danner	Assistant Principal	SV High School	SVUSD
Kim Ponza	Principal	SLV Elem	SLV
Roisin Vivo (Fahey)	Principal	Landmark E	PVUSD
Scott Keller	Coordinator CTE/Adult Learning	Santa Cruz COE CTE	COE
Elizabeth Ortiz	Academic Coordinator	Starlight	PVUSD
Carlo Albano	Principal	SC Gardens	SUESD
Esmerelda Flores	Academic Coordinator	Radcliff	PVUSD
Ashley Moules	Academic Coordinator	Landmark	PVUSD
Hayley Newman	School Wellness and Climate Coordinator	Santa Cruz COE	SCCOE
Elizabeth Ettinger	Principal	Aptos Junior High	PVUSD
Meagan Hill	Assistant Principal	SLVHS	SLV
Patrick Lynch	Academic Coordinator	Rio Del Mar	PVUSD
Barbara Huebner	Multilingual Coordinator	Ed Services	Santa Cruz COE
Shanna Urbancic	Principal	SLC Middle School	SLVUSD



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 13.1

**Board Meeting Date:** June 12, 2025

☐

**Action**

☒

**Information**

**TO:** Santa Cruz County Board of Education

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

**SUBJECT:** Public Hearing: 2025-2026 Local Control Accountability Plan (LCAP) of the Santa Cruz County Office of Education

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### BACKGROUND

In compliance with California EDC § 52062(b)(1), the Board will hold a public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed by the 2025-2026 Local Control Accountability Plan of the Santa Cruz County Office of Education and the 2025-2026 Annual Update, and 2025-2026 Budget Overview for Parents.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

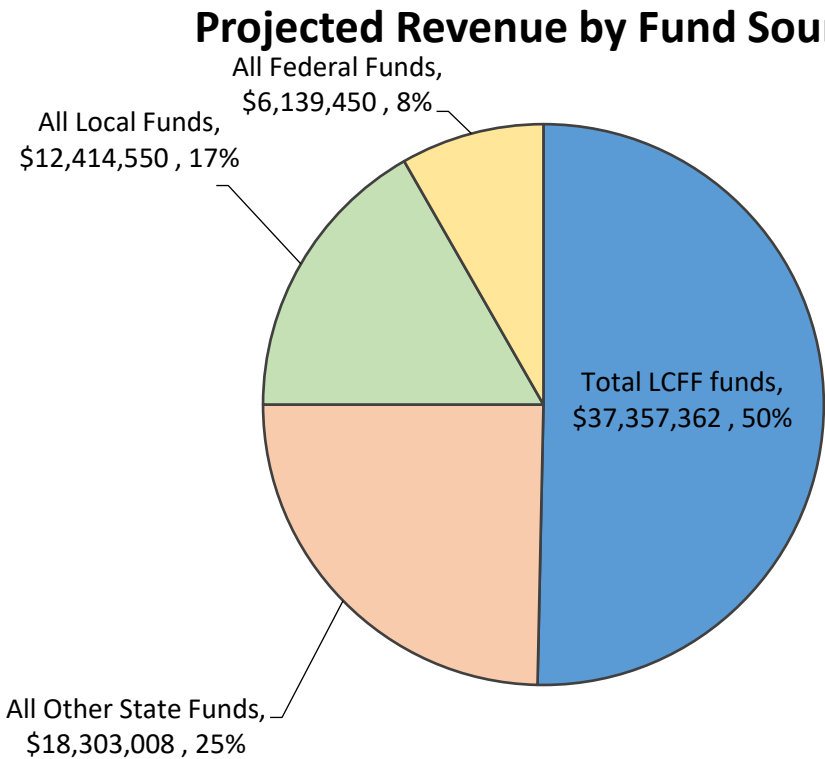
Open, conduct, and close the public hearing.

# COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Santa Cruz County Office of Education  
CDS Code: 44104470000000  
School Year: 2025-26  
COE contact information:  
Dr. Jennifer Izant Gonzales  
Senior Director  
jizant@santacruzcoe.org  
(831) 466-5739

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2025-26 School Year



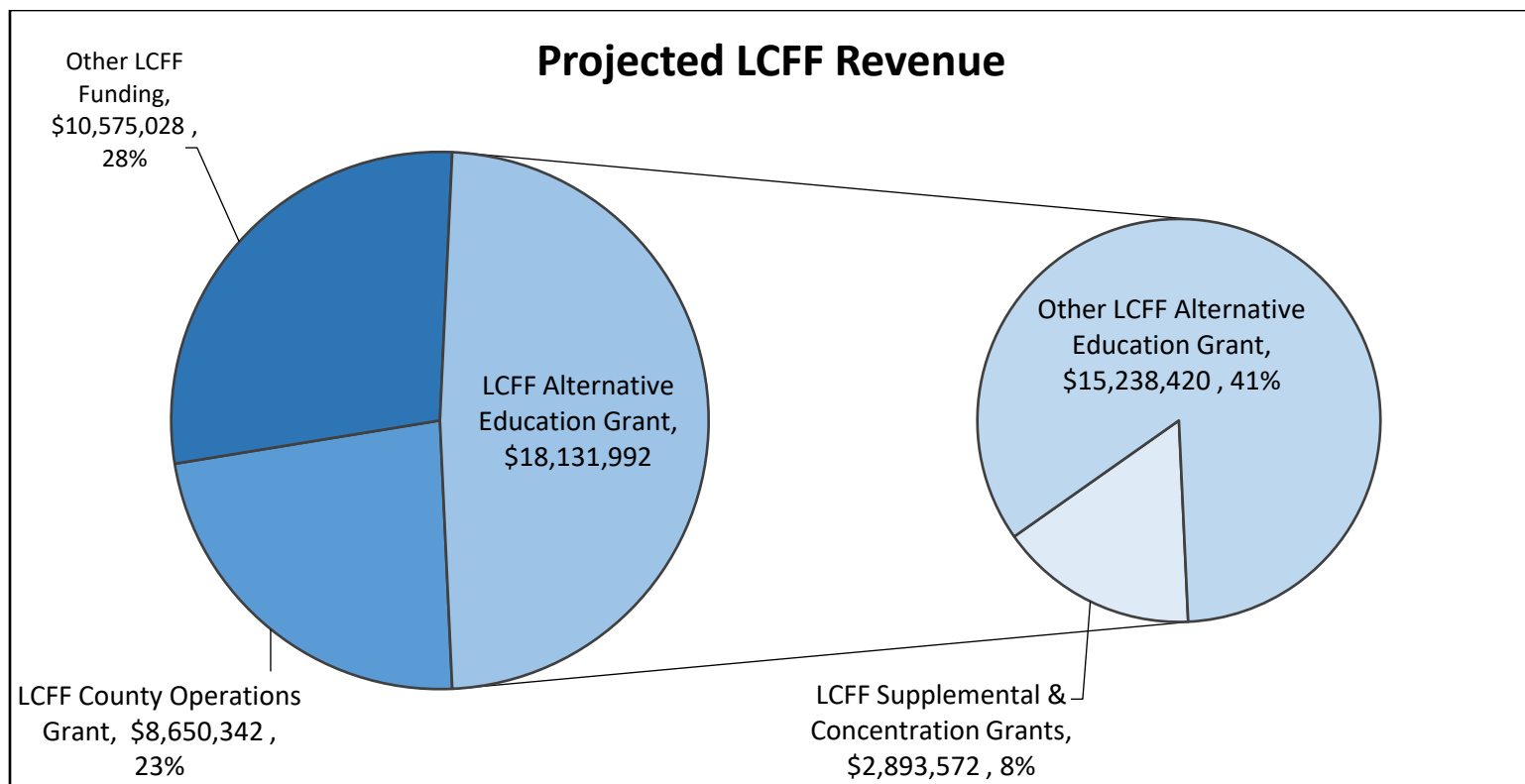
This chart shows the total general purpose revenue Santa Cruz County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Cruz County Office of Education is \$74,214,370, of which \$37,357,362 is Local Control Funding Formula (LCFF), \$18,303,008 is other state funds, \$12,414,550 is local funds, and \$6,139,450 is federal funds.

Of the \$18,303,008 attributed to All Other State Funds, \$3,023,790 are attributed to the Student Support and Enrichment Block Grant.



# COE LCFF Budget Overview for Parents

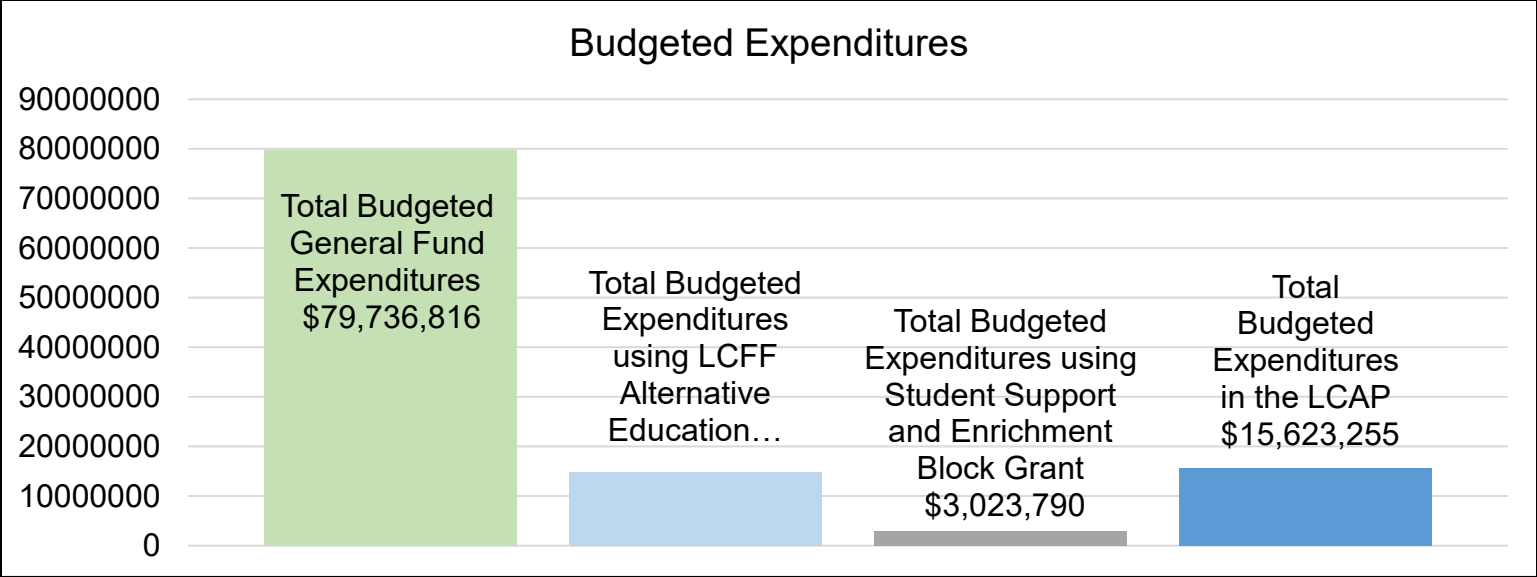


This chart shows the LCFF revenue Santa Cruz County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Santa Cruz County Office of Education is \$37,357,362, of which \$8,650,342 is attributed to the LCFF County Operations Grant, \$18,131,992 is attributed to the LCFF Alternative Education Grant, and \$10,575,028 is other LCFF funds. Of the \$18,131,992 attributed to the LCFF Alternative Education Grant, \$2,893,572 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Cruz County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

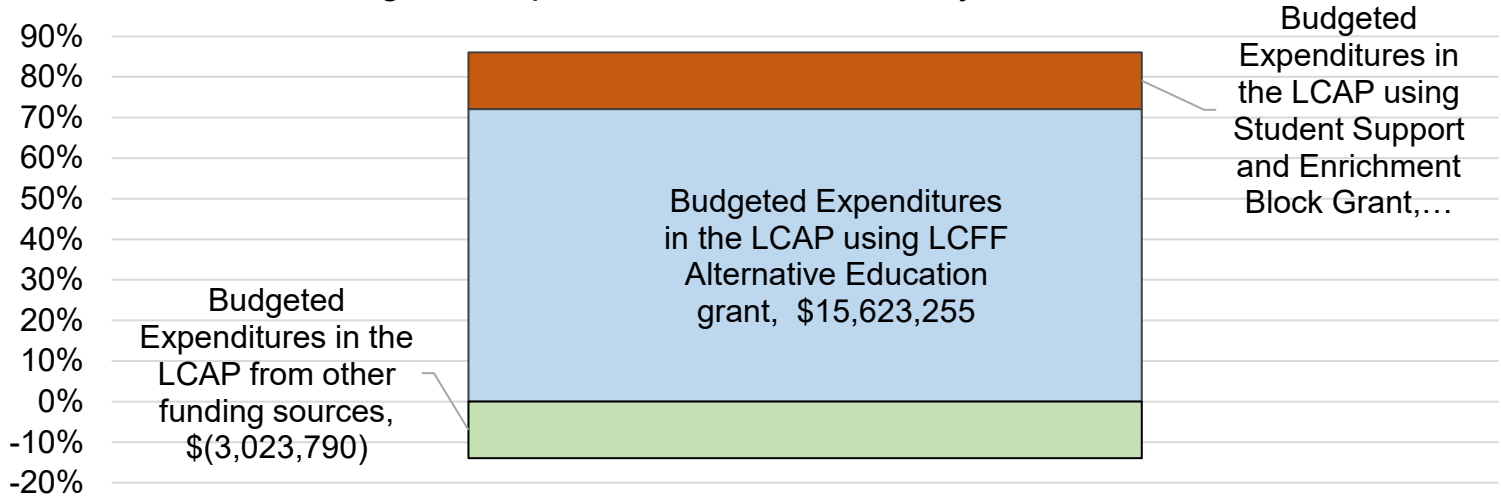
The text description of the above chart is as follows: Santa Cruz County Office of Education plans to spend \$79,736,816 for the 2025-26 school year. Of that amount, \$14,856,976 is attributed to the Alternative Education Grant and \$3,023,790 is attributed to the Student Support and Enrichment Block Grant. \$64,113,561 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP for the Santa Cruz County Office of Education primarily focuses on the services provided for students with high needs, ensuring we are including the state priorities and the input of our educational partners. The Santa Cruz COE is a large organization that serves all districts in Santa Cruz County as well as providing direct services for our Special Education and Alternative Education students. The budget expenditures not included in the LCAP include many of the services the Santa Cruz COE provides outside the Court and Community programs. Additionally, there are other funding streams such as grants and federal funds that have their own comprehensive plans with expenses such as the School Plan for Student Achievement (SPSA).

As mentioned, the Santa Cruz COE LCAP focuses on our high needs students and the services in place to support them. The total operation cost of the our Alternative Education Department meets and exceeds the expected revenue generated by the Alternative Education grant. Other operating expenditures include, but are not limited to, office support staff, office equipment, and licenses.

While our budget shows a slight difference in the planned revenue for the SSEBG and our planned expenditures, the Santa Cruz COE intends to spend all of the SSEBG in 25-26 as planned through this LCAP. At the time of submission the amount budgeted was slightly less but we plan on spending all revenues once the final allocation is out. There is nothing to report outside of the planned goals and actions in the LCAP.

## Budgeted Expenditures in the LCAP by Fund Source



This chart provides a quick summary of how much Santa Cruz County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

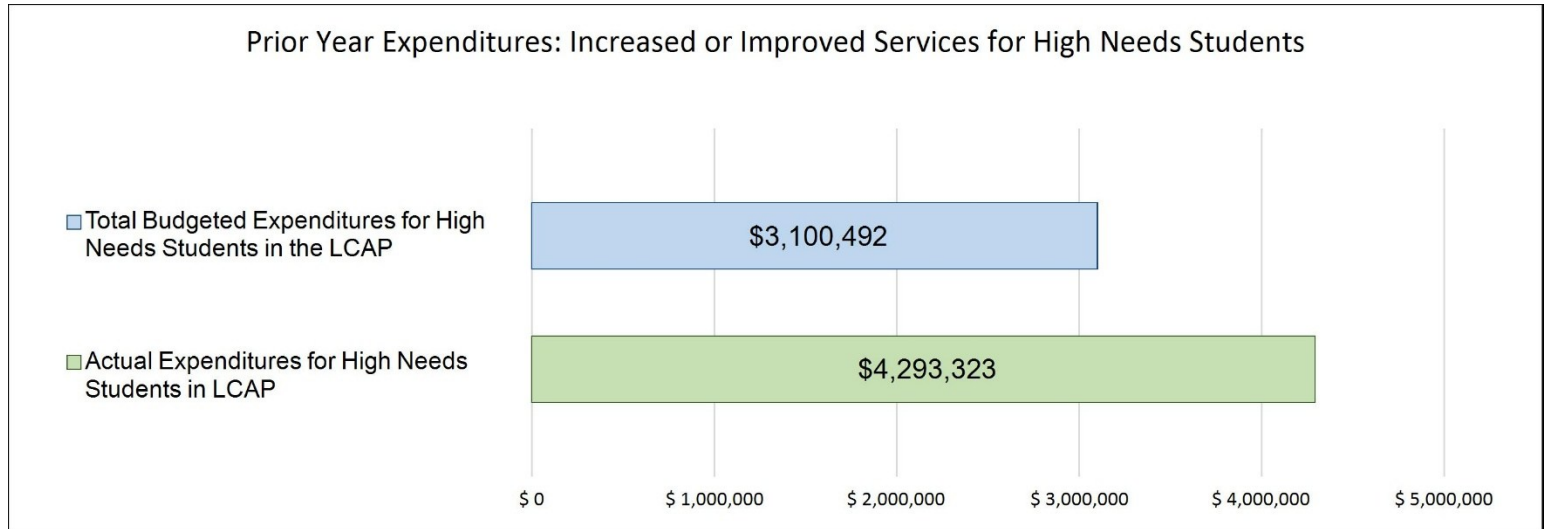
The text description of the above chart is as follows: Santa Cruz County Office of Education plans to spend \$15,623,255 on actions/services in the LCAP. Of those funds, \$15,623,255 is attributed to the Alternative Education Grant and \$3,023,790 is attributed to the Student Support and Enrichment Block Grant.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Cruz County Office of Education is projecting it will receive 2,893,572 based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz County Office of Education plans to spend 5,076,126 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Santa Cruz County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Cruz County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Santa Cruz County Office of Education's LCAP budgeted 3,100,492 for planned actions to increase or improve services for high needs students. Santa Cruz County Office of Education actually spent 4,293,323 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Dr. Jennifer Izant Gonzales Senior Director	jizant@santacruzcoe.org (831) 466-5739

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Santa Cruz County is located on the beautiful central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county stems from the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part. The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-900 students with a total of roughly 1,000 students being served annually. While many of our students have faced challenges, it is the belief of our entire administrative, teaching, and support staff that all students can achieve success in an optimal environment, given caring attention and appropriate support. It is the goal of the Alt Ed Department, through the participation of our dedicated staff, community partners, and parents, to create safe, supportive, community-based environments where all students can grow academically, socially, and emotionally.

While Santa Cruz County is geographically small, we recognize the significant diversity across our local communities. Regardless of the ethnic, cultural, and socioeconomic background of the students, many have not experienced success in comprehensive schools. The locations of our school sites are strategic to provide students with options in different communities and to give them access to local support resources to address a wide variety of needs. Our small program sizes, independent studies, and hybrid program options, community college dual enrollment opportunities, extracurricular programs, and highly customizable learning experiences make our programs an attractive and effective option for many students. Santa Cruz COE Court and Community Schools consist of Independent Study (I.S.), hybrid models (PLCs: Personalized Learning Communities, which combine classroom and I.S.), and classroom settings. All operate under two school CDS codes- Santa Cruz County Court and Santa Cruz County Community.

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked, and what their goals are. Each student who enters our programs has an intake meeting to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to

provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

With each new or continuing student, we review their transcripts and create an action plan to get students caught up and to meet their graduation and post-graduation goals. We continuously monitor credit accrual and utilize our Star Renaissance assessment data. Commonly used measurements such as the California Assessment of Student Performance and Progress (CAASPP) are administered however, it is important to note that this snapshot is not an adequate measurement of student progress in our programs due to the high mobility of our students and the fact that students often attend our programs after significant gaps in learning. That being said, we do administer state tests and analyze the results for any trends. We also administer the California Healthy Kids Survey as well as our internal surveys each year to monitor our progress as an organization in meeting the needs of all of our community members. Traditionally, as a Dashboard Alternative School Status (DASS) program, the priority of high school and middle school dropout rates are not used as a metric. The US Department of Education denied California's waiver to allow modified metrics so the CA School Dashboard shows Alternative Education programs the same as traditional schools. The chronic absenteeism rate is for grades K-8 which captures a very small portion of our programs but the Chronic Absenteeism Rate will be discussed as it relates to our regional special education programs.

According to the 2024 California School Dashboard, 51.6% of our Community School students identify as Hispanic, 41.5% identify as White, 13 students identify with two or more races, 9 students identify as Asian, 10 students identify as African American, 9 students identify as American Indian, 4 as Filipino, and 3 students identify as Pacific Islander. 17.9% of our student population are identified as English Learners and as mentioned above regarding state testing, reclassification of English Learners and measuring progress through the ELPAC can be extremely challenging due to the mobility of our students. 56.9% of students enrolled in our Community School programs are considered socioeconomically disadvantaged. Our Community School has 8 foster youth and 16 students experiencing homelessness and 17.7% of students receive special education services. According to the 2024 California School Dashboard, the Santa Cruz County Court School with 24 total students includes 91.7% of students identifying as Hispanic and 8.3% of students identifying as White. 100% of students in Court School programs are considered socioeconomically disadvantaged. 33.3% of students are considered English Learners, and 41.7% of students receive special education services. Our Santa Cruz County Court School qualifies for the Equity Multiplier funds which support school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

All state priorities are reflected upon and woven into this LCAP. Below is a summary of the 10 state priorities as well as metrics, some referenced above, that are not applicable to our programs. In addition, we bring our Local Indicators to the Board each year.

#### Priority #1 Basic

Teachers are credentialed and appropriately placed, students have access to standards-aligned instructional materials and school facilities are maintained. Priority #1 is addressed in Goal #1.

#### Priority #2 Implementation of State Standards

Our instructional staff have continuous training on the state standards and the alignment of the English Language Development Standards. Priority #2 is addressed in our goal #1.

### Priority #3 Parent Involvement

Parent engagement and involvement is a high priority for our programs and we provide opportunities and outreach to our community specifically ensuring the participation of the families of our students with high needs. Priority #3 is addressed in goal #3.

### Priority #4 Pupil Achievement

As previously mentioned, we do administer the state tests, such as the CA Assessment of Student Performance and Progress, but do not consider the results as the best metric for student academic achievement. Additionally, the percentage of students who have completed the a-g requirements or CTE pathways does not apply to the majority of our students who are not in our programs for their entire high school career. We are tirelessly working to create, maintain, and improve the number of students we have who complete college courses, and a-g courses specifically from traditionally marginalized groups. Measuring the progress of English Proficiency through the ELPAC and reclassification are also metrics that have challenges when applied to our programs because of student mobility. Furthermore, the passing of AP exams or the EAP is not the most valid metric for our programs. With these explanations in mind, we do administer both the CAASPP and ELPAC and analyze the results along with our local Star Renaissance data. In goal #1 we discuss Priority #4 including the progress of our multilingual students and address the academic achievement of students. Furthermore, in goal #3 and #5 we discuss increasing college and career supports and successes.

### Priority #5 Pupil Engagement

We do monitor student attendance and participation regularly. Chronic absenteeism is a K-8 indicator that captures a very small amount of our students in our programs but this year we have added a goal around Chronic Absenteeism and that can be found in goal #2. The high school and middle school dropout rates are not included as metrics for DASS programs. Priority #5 is addressed through goal #2 and #3 and we analyze both the one-year and four year graduation rate.

### Priority #6 School Climate

Our Court and Community School programs educate students who are expelled from local schools and have not expelled students from our programs. We track and monitor suspension rates in our schools and these rates continue to be very low. We utilize the CA Healthy Kids Survey, local surveys, and evidence from student and parent meetings to gauge school climate. Priority #6 is addressed in goal #2.

### Priority #7 Course Access

All students have access to a broad course of study in our programs, with programs and services developed and provided to low income, English learner, and foster youth students, and programs and services for students with disabilities. Priority 7 is addressed primarily in goal #1.

### Priority #8 Student Outcomes

Student outcomes and professional learning as measured metrics are included in goal #1.

### Priority #9 Expelled Pupils

The Santa Cruz COE coordinates educational services for expelled pupils throughout the county. The newest version of the countywide plan for expelled youth was revised throughout the 23-24 school year and was submitted to the CA Department of Education after the Board presentation on June 27, 2024. Priority #9 is addressed in goal #4.



## Priority #10 Foster Youth

The Santa Cruz COE coordinates services countywide for our foster youth and this priority is addressed in goal #4.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 23-24 school year, the development of the LCAP coincided with our full WASC self-study process which gave us the opportunity to spend a considerable amount of time as a team to review our successes and challenges and thoroughly develop the three-year LCAP.

### 24-25 Reflections:

The 2024 CA School Dashboard showed overall improvement in ELA, Math, and Graduation Rate for the Santa Cruz County Office of Education and our Community School. The Court School had too few students in it to show data for ELA and Math but the Graduation Rate increased and this year, no student groups are in the red. Both the Santa Cruz COE and Community School Dashboard show our College and Career Indicator as an area of growth, as well as English Learner Progress, Long-Term English Language progress and one student group was in the red for Grad Rate at our Community School and that was students with disabilities as shown on the Dashboard. The Santa Cruz County Special Education program improved their chronic absenteeism rate and they are no longer in the red. Despite the growth made and indicators showing progress in many areas, the LCAP is required to continue to list and report on the 2023 Dashboard results which are located at the bottom of this section and note that our County Court School qualifies for Equity Multiplier Funding.

Our local data from the Star Renaissance shows that we are continuing to reduce disparities between student group performance and we are meeting our goal of student median growth percentile for Reading and Math for all students will fall within 5 percentage points of 50% and maintain that no student group falls below 5% of the "All" group. Annually, our local data indicates that students feel safe at school and have staff who care and are dedicated to student success. According to our internal survey administered in Fall 2024, 87%, of our students report feeling safe at school, with 9.4% not having an opinion. 80.5% of students feel that the school staff cares about them with 15.3% neutral and 93.3% of families believe the school staff cares about their student.

### Required 2023 Dashboard Performance Data:

Equity Multiplier School-Santa Cruz County Court (Goal 5.1)

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

### Student groups in the red or very low according to the Santa Cruz County Office of Education LEA Dashboard:

-Graduation Rate for English Learners (EL), Homeless, SED, Hispanic, White (Goal 3.1)

-CCI EL, Foster Youth (FY), Homeless, SED, Students with Disabilities (SWD), Hispanic (Goal 3.2)

### School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:



- Santa Cruz County Community is red for Graduation Rate (Goal 3.1)
- Santa Cruz County Court is red for CCI (Goal 3.2)
- Santa Cruz County Special Education for Chronic Absenteeism (Goal 2.5)

Student groups in the red or very low according to the Santa Cruz County Office of Education LEA Dashboard:

- Santa Cruz County Court
- (Equity Multiplier) (CCI for SED) (Goal 5.1)

Student groups in the red or very low according to the Santa Cruz County Community Dashboard:

- Graduation Rate for EL, Homeless, SED, Hispanic, White
- ELA for White students (Goal 1.1)
- Math for White students (Goal 1.1)
- CCI for the following student groups, English Learners, Hispanic, Homeless, socioeconomically disadvantaged, and students with disabilities (Goal 3.2)

Student groups in the red or very low according to the Santa Cruz County Special Education:

- Chronic Absenteeism for SWD (Goal 2.5)

Learning Recovery and Emergency Block Grant (LREBG):

The Santa Cruz County Office of Education has unexpended LREBG funds and we have utilized our comprehensive needs assessment system, including all educational partners, to determine the planning for these funds. The LREBG funds will be used to enhance the goals and actions of this LCAP, including access to increased instructional support, small class sizes, and summer school (Goal 1), along with enhanced social-emotional supports (Goal 2), and opportunities for college-career and community engagement and empowerment (Goal 3). The metric tied to the LREBG funds is our graduation rate and Star Renaissance scores.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

2024 Eligibility and Participation in Differentiated Assistance:

The Santa Cruz COE continued to be eligible to participate in Differentiated Assistance based on the 2024 Dashboard based on meeting the criteria for the English Learner Progress Indicator for EL and LTEL student groups, the Grad Rate Indicator for EL, LTEL, and Students with Disabilities, and the College and Career Indicator for EL, LTEL and Students with Disabilities. Our COE continues to partner with a consortium of COEs and the CA Department of Education to work together to discuss our work to improve student outcomes.

2023 Eligibility Used to Create the Three-Year LCAP Plan from the 2023-2024 LCAP:

The Santa Cruz County Office of Education is eligible and participates in Differentiated Assistance because of the Graduation Rate and the CCI for the following student groups, English Learners, foster youth, Hispanic, and socioeconomically disadvantaged. White students were

identified in the red for ELA, Math, and Graduation Rate. Our COE partners with a consortium of COEs and the CA Department of Education to work together to discuss our work to improve student outcomes. Our current work is focused on the Graduation Rate and the CCI, including analyzing data, improving our efforts to have a grad plan for each student, and increasing dual-enrollment, college and career exploration, and career technical education.

The Santa Cruz County Special Education program was identified for Additional Targeted Support and Improvement (ATSI) for Chronic Absenteeism for students with disabilities because all but one indicator on the CA Dashboard are red. It is important to note that this student group only has two indicators that generate a rating on the CA Dashboard. The other category is suspensions and they are blue. 100% of students in this program have disabilities. The special education program at the COE is a regional program that supports students from local school districts. The special education department is looking into the data to disaggregate the reason for absences and collaborate more closely with school districts. The regional program does support students with medical conditions that make it challenging to attend daily but as a team they are working to find out the reasons why students are chronically absent. Outreach to the families is also happening to promote student attendance and learn more about the challenges to attending.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents/Guardians	We invite and promote family engagement through individual student conferences, annual surveys, community engagement events, and our ELAC, DELAC, and SSC groups. Additionally, our families overwhelmingly report that they are able to connect with school teams. Our surveys this year happened throughout the Fall of 2024 in order to get the most up-to-date information. Family meetings happened in both the fall and spring.
Teachers/Support Staff/Administrators/Principal/local bargaining units	Our educational team played a crucial role in reviewing, analyzing, and providing input for our LCAP. Similar to family engagement, we have annual surveys, regular meetings, and we have open lines of communication to continuously engage and discuss progress on specific actions.
Students	Students are at the core of our programs and were engaged through classroom activities, surveys, and student conferences.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the 24-25 school year we consulted with all of our educational partners including students, teachers, support staff, families, administrators, principals, local bargaining units and our Superintendent of Schools. We engaged with educational partners in a myriad of ways including local surveys, community meetings, student discussions in class, and a portion of our professional development time was dedicated to program evaluation and reflecting on our goals and actions. Our parent groups including our Parent Advisory Committee, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and School Site Council (SSC) were all partners in our evaluation of our goals and actions. Our department works closely with our SELPA, attending monthly meetings as well as consulting directly with our Executive Director of SELPA. Our small programs also have many opportunities for dialogue both formally through conferences and informally through virtual and in-person conversations. Input was gathered specifically for our Santa Cruz County

Court School for the Equity Multiplier funds and the educational partners for our Santa Cruz County Court School were included in all of our feedback opportunities. Our educational partners highlighted the fact that our programs have many wonderful things in place to connect our students to resources and for support but that with more dedicated staff members we could amplify our work and support increased graduation rate as well as dual enrollment opportunities for our students. Our engagement efforts solidified the need for us to continually provide a personalized learning experience that meets the unique needs of our students through staffing a robust team of educators and support staff. Additionally, our community partnerships and opportunities for students to learn in the community and gain skills for life after high school was emphasized again this year. This year, we also used our educational partner feedback to provide the input for the LREBG funding.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
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.	Broad Goal

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The academic achievement of our students is integral to our educational organization and the way we approach learning is shaped by each unique student. We are actively engaged in continuous improvement in the areas of curriculum and instruction and this goal, along with our other goals and actions are shaped with the voices of our community. Each goal is rooted in equity, inclusive practices, and honors each of our learners. Each year we maintain safe school facilities, appropriately placed teachers, and offer a relevant and engaging continuum of educational opportunities to meet the needs of our students. The metrics and actions chosen for this goal provide us with the data needed to measure whether or not we are promoting and sustaining an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Ensure student access and support to education by hiring and retaining teachers as measured locally (Priority 1).	As of the end of the 23-24 school year we had 44 teachers with cleared credentials and 3 who are interns or have a permit.	For the 24-25 school year we had 49 teachers with cleared credentials and 3 who are interns or have a permit.		Five or fewer teachers on permits.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Ensure student access and support to education by students having standards-aligned instructional materials and course of study as measured locally (Priority 1 and 8).	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.		100% of students have access to standards-aligned instructional materials.	No difference
1.3	Ensure student access to education by maintaining 100% school facilities as measured through SARC (Priority 1).	100% of school facilities are maintained and in good repair as measured through the SARC.	100% of school facilities are maintained and in good repair as measured through the SARC.		100% of school facilities are maintained and in good repair as measured through the SARC.	No difference
1.4	Self reflection questions 1 and 2 of the implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable multilingual students to access the academic content standards and ELD Standards (Priority 2).	<p>2023 Local Indicators</p> <p>Question #1 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3</p> <p>Question #2 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3</p>	<p>2024 Local Indicators</p> <p>Question #1 ELA score=4 ELD=4 Math=4 NGSS=4 HSS=4</p> <p>Question #2 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3</p>		<p>Question #1 Maintain 3 or 4 in all sections.</p> <p>Question #2 Maintain 3 or 4 in all sections.</p>	Improved in question one by one point for ELD, NGSS, and HSS and maintained for question two.
1.5	Local Indicator data and survey data (Priority 7).	Local Indicator data shows all students have access to a broad course of study.	Local Indicator data shows all students have access to a broad course of study.		All students have access to a broad course of study.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner reclassification rate (Priority 4).	0-8 students reclassified annually.	7 Students reclassified.		5-10 students reclassified annually	Increased to 7 students reclassified this year.
1.7	Star Renaissance student growth percentile (Priority 4).	<p>2023-2024 Star Renaissance</p> <p>Student Median Growth Percentile: Reading All: 51.63 EL: 47.92 Special Education: 63.97 Low Income: 50.54 White: 48.51</p> <p>Math All: 50.72 EL: 48.65 Special Education: 50.52 Low Income: 47.57 White: 46.31</p>	<p>2024-2025 Star Renaissance</p> <p>Student Median Growth Percentile: Reading All: 55.13 EL: 50.22 Special Education: 54.43 Low Income: 54.94 White: 56.93</p> <p>Math All: 48.72 EL: 46.91 Special Education: 49.71 Low Income: 48.85 White: 51.9</p>		<p>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.</p>	<p>Reading: Increased SGP for our overall group, multilingual, socioeconomically disadvantaged, and White students. Decrease for our students with special needs but we did have a significant increase in the number of students with disabilities test this year.</p> <p>Math: Increase for our socioeconomically disadvantaged students and White students.</p>

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024-25, Goal 1 was implemented largely as planned. We focused on cultivating a love of learning in all students by offering a rigorous, engaging, and culturally responsive educational experience. Key actions such as hiring and maintaining instructional assistants, curriculum

updates and support, and specialized staff for students with special needs were carried out. Court and Community schools maintained appropriate staffing and facilities at 100% compliance per SARC, and instructional materials were available to all students. Resources were allocated to expand multilingual support and site-specific English Language Development instruction but we were unable to hire for this position for the 24-25 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While most actions were implemented as anticipated, there were some material differences between planned and actual expenditures. One significant variance was the inability to hire the ELD teacher during the 24-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 1 were largely effective in advancing our goal to provide a rigorous, inclusive, and engaging educational experience. Instructional Assistants contributed to improved academic outcomes, including increased English Learner reclassification rates, which rose to seven students this year. Star Renaissance scores also showed growth for most student groups, particularly among our multilingual students, socioeconomically disadvantaged students, and White students. However, there was a slight decline in reading growth percentile for students with disabilities, which may be attributed to a higher number of these students participating in assessments this year. The maintenance of school facilities remained at 100% compliance, and all students continued to have access to standards-aligned instructional materials. This year, we were unable to hire an English Language Development (ELD) teacher. However, we did lean internally on the systems we have built within Alt Ed, along with our Ed Services Department, to support our multilingual students. Overall, the actions taken have made meaningful progress toward the goal, while also highlighting areas for continued focus and improvement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant structural changes to the goal, actions, or metrics were made, but ongoing evaluation and community engagement remain crucial aspects of our LCAP.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Assistants in classes to support students with high needs	Increase academic support for students with high needs to improve their personalized, rigorous, and engaging educational experience.	\$1,203,261.67	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	Maintenance and Operations	Ensuring access to an educational experience that is personalized, rigorous, and engaging in safe and maintained facilities.	\$1,017,004.55	No
<b>1.3</b>	Special Education Coordination	Ensuring access for all students, including students with exceptional needs through case management, training, and coordination of services. This team works in conjunction with our classroom teachers and Student Services Director to ensure optimal services for our students. The Student Service Director attends local SELPA meetings and coordinates services with districts.	\$84,234.37	No
<b>1.4</b>	Curriculum	Expanding our curriculum options with more resources for our multilingual program (ELD) and providing more inclusive and relevant curriculum is an action that supports sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.	\$167,600.00	No
<b>1.5</b>	Curriculum and instruction support and direct services to support English Language Development	Direct instruction and multilingual coordination and support focusing on personalized instruction to meet the language acquisition needs of our students. The position will work to ensure language acquisition programs are implemented and evaluated to promote student success.	\$161,754.25	Yes
<b>1.6</b>	Instructional staff and administrators for Court and Community Schools	Maintaining staffing costs for certificated staff and administrators for our programs with all staff appropriately placed and credentialed to ensure we are meeting our goal of promoting and sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.	\$9,148,538.08	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Support all students in developing healthy social, emotional, and physical well-being by providing safe, supportive learning environments and engaging activities geared towards self-awareness, positive relationships, and healthy habits.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Enhancing our social and emotional supports of students was voiced as a priority of our educational partners. Having access to counselors was mentioned throughout community feedback as a positive aspect of our programs and our students, staff, and families believe it is an integral part of our programs that needs to continue to strengthen. Meeting students where they are, utilizing trauma-informed practices, being a restorative-based organization, and honoring the unique and diverse students who participate in our programs is fundamental to our programs. The metrics and actions we have chosen for this goal provide us with the data needed to measure whether or not we are sustaining safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rate from the CA School Dashboard (Priority 5).	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.	According to the 2024 Dashboard, our SC Community Dashboard shows a four year grad rate of 72.7% and the one year grad rate was 89.9%.		One year grade rate will remain at or above 85% and four year grad rate above 70%.	The four year rate increased 5.7% and the one-year increased 3.3%.
2.2	Chronic Absenteeism data for the Santa Cruz County Special Education program (Priority 5).	According to the 2023 Dashboard, the chronic absenteeism rate is 72%.	According to the 2024 Dashboard, the chronic absenteeism rate was 52.8%.		Decrease Chronic Absenteeism rate to 50%.	The Chronic Absenteeism rate decreased 19.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Local student survey data regarding school climate (Priority 6).	84.2%, of our students report feeling safe at school, with 13.7% neutral according to our 23-24 local survey.	According to our current 24-25 survey, 87% of students report feeling safe at school, with 9.4% not having an opinion.		Increase to 85% or above for students feeling safe at school.	Safety survey data increased 2.8%.
2.4	Local student survey data regarding access to counseling (Priority 6).	84% of students report having access to counseling with 12.8% neutral according to our 23-24 local survey.	According to our current 24-25 survey, 83.3% of our students report having access to counseling with 13.2% not having an opinion.		Increase to 85% or above for students having access to counseling.	Access to counseling survey data decreased 0.7%.

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 was implemented successfully in the 2024-25 school year, with a sustained focus on supporting students' social, emotional, and physical well-being. Actions such as counseling services, professional development, and the provision of supplemental food and clothing were carried out as planned. The counseling team continued to offer counseling, coordinate services for high-need students, and serve as a vital part of school climate improvement efforts. Communication strategies to reduce chronic absenteeism were implemented through the Special Education department, and students and families were better informed about the importance of attendance. Staff across sites participated in ongoing professional development to better understand and meet students' mental health needs. Community feedback and student survey data affirmed that these supports were felt and valued.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While most actions proceeded according to plan, there were notable increases in actual costs associated with staffing for our counseling team. Conversely, there were no significant material reductions or underspending and all planned services were delivered. These adjustments, while not anticipated in the original budget, were necessary to meet increased student needs and maintain the quality of support.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The implemented actions under Goal 2 proved effective in supporting student well-being. Graduation rates improved significantly, with the four-year rate increasing by 5.7% and the one-year rate rising by 3.3%. Chronic absenteeism within the Special Education program decreased by 19.2%, suggesting that improved family communication and support systems had a positive impact. Student perceptions of school safety increased by 2.8%, indicating that investments in counseling, trauma-informed practices, and access to basic needs were reinforcing a supportive climate. While the percentage of students who reported access to counseling decreased slightly by 0.7%, this may be due to varying interpretation of access or changing survey participation. The continued presence of counselors and support staff has proven to be a cornerstone of the school climate work and student engagement strategy, especially for students with high needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant changes will be made to Goal 2 or its related actions, metrics, or target outcomes for the coming year. Ongoing professional development and survey feedback will guide refinements to ensure that our services remain responsive and equitable. Additional attention may be given to improving communication around the availability and accessibility of counseling services, given the slight dip in reported access. Overall, the current strategies are yielding positive results and will remain in place with minor adjustments as needed.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counselors	Counselors who principally support the mental health needs and growth of students with high needs. The counselors provide individual and group counseling as well as coordinate and manage services of the students which helps us meet our goal of supporting the social and emotional needs and growth of our students.	\$1,570,279.83	Yes
2.2	Supplemental food and clothing	Supplemental food and clothing principally directed to support our socioeconomically disadvantaged students which sustains a safe, engaging, and inclusive learning environments for students.	\$111,879.54	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	Professional development-Mental Health	<p>Professional development focused on supporting the mental health needs of students in our programs to sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.</p> <ul style="list-style-type: none"> <li>-Trauma-informed practices</li> <li>-Restorative practices</li> <li>-Counseling access</li> <li>-Access to community supports</li> <li>-Case management</li> <li>-Instructional practices</li> <li>-Curriculum resources</li> <li>-Community building</li> </ul>		No
<b>2.4</b>	Communication regarding attendance at the Santa Cruz County Special Education program	<p>Increase communication with families regarding student absences and the importance of attending school. Notify the student's district of residence when the student has been absent for ten days and hold an amendment IEP meeting to discuss barriers and obstacles to attending school. Inform families of their right to district transportation to school if they are not utilizing it.</p>		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
All of our educational partners expressed wanting to continue to strengthen community based learning opportunities and our relationships with families and the community. Our students especially noted that they want more opportunities for field trips and to learn in the community and increase dual enrollment. We are committed to strengthen our community partnerships and our relationship with families. The metrics and actions we have chosen related to this goal will provide us with the data needed to measure whether or not we are partnering with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rate from the CA School Dashboard (Priority 5).	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.	According to the 2024 Dashboard, our SC Community Dashboard shows a four year grad rate of 72.7% and the one year grad rate was 89.9%.		One year grade rate will remain at or above 85% and four year grade rate above 70%.	The four year rate increased 5.7% and the one-year increased 3.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Local survey data measuring if families are able to connect with school staff when needed (Priority 3).	96.4% of families report they can reach staff if they need to, Fall 2023.	94.9% of families report they can reach staff if they need to according to our 24-25 survey.		90% or more of families report they can reach staff if they need to.	Survey data regarding reaching school staff decreased 1.5%.
3.3	Local survey data measuring if students have access and support for dual enrollment and job/career (Priority 5).	0% because baseline to be set 2024-2025.	84.5% of students report having access to enrolling in community college courses according to our 24-25 survey.		75% or more report having access to support for college and career success.	Baseline set 24-25 at 84.5%.
3.4	Local survey measuring impact/access of community enrichment activities (Priority 5).	0% because baseline to be set 2024-2025.	64.7% of students responded having access to community based organization activities.		75% or more report having a access to community based organization activities and a positive impact.	Baseline set 24-25 at 64.7% for access to community based organization activities and 61.6% report having a very positive impact with 24.5 not having an opinion.

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 was successfully implemented during the 2024–25 school year, focusing on enhancing college and career readiness and strengthening partnerships with families and community organizations. The community, parent, and family engagement team worked closely with students and families, ensuring meaningful participation in school activities and support services. The College and Career team played a central role in helping students access dual enrollment opportunities, navigate college pathways, and explore potential careers. Additionally, contracts with community organizations and student leadership initiatives were implemented to cultivate empowerment, skill-building, and postsecondary preparedness. Student and family feedback, along with survey results, affirmed the relevance and value of these efforts.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While most actions were implemented as intended, there were material differences due to increased costs in staffing within our community engagement team and college and career support team. The actual expenditures for these positions exceeded initial budget projections, but the investment supported engagement across all sites. No planned actions were cut or reduced as a result, and these adjustments were aligned with our priorities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 3 were highly effective in strengthening college, career, and community readiness. Student survey data showed that 84.5% reported access to community college dual enrollment opportunities, and 64.7% reported access to community-based enrichment activities, with 61.6% stating that these activities had a very positive impact. Graduation rates also improved, reflecting the support systems put in place. Furthermore, 94.9% of families reported they could reach staff when needed, demonstrating the effectiveness of our family engagement efforts. The College and Career team’s work resulted in increased student participation in dual enrollment and job readiness activities, while partnerships with community organizations enriched students’ educational experience and social development.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant structural changes are planned for Goal 3 in 2025–26. The goal, metrics, and actions remain appropriate and relevant, given the positive trends observed.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community, parent, and family engagement team	Site leaders who coordinate family and community engagement specifically focusing on students with high needs and families. These leaders conduct outreach to families often marginalized ensuring their voices are heard, conduct intakes with families, coordinate meetings, and support students. This action supports our goal to partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.	\$1,266,391.94	Yes



Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	College and Career Support	Team dedicated to supporting students through the dual enrollment process as well as connecting students to jobs. This team focuses on students with high needs throughout our programs.	\$561,133.11	Yes
<b>3.3</b>	Student Leadership and Empowerment	<p>This action supports our goal to partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students. Coordinate with our Santa Cruz COE Student Leadership and Engagement team to promote student participation in countywide groups that empower and connect our youth.</p> <ul style="list-style-type: none"> <li>-Youth for Environmental Action</li> <li>-Countywide Black Student Union</li> <li>-Youth Arts Council</li> <li>-Civic Summit</li> <li>-LGBTQ+ student groups</li> </ul>		No
<b>3.4</b>	Contracts with community organizations	Contracts with community organizations to support school engagement, youth empowerment, and wellness activities supporting students with high needs.	\$201,426.12	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and services countywide for foster youth.	Broad Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal represents not only a required action of COEs but the commitment of our educational community to decrease expulsions, learn about and implement best practices, mitigate the need for expulsions and analyze data to address disparities in expulsions. The metrics and actions included in this goal will provide us with the data needed to measure whether or not we are fulfilling our commitment to follow-through with the countywide plan for expelled youth and support the educational needs of expelled youth throughout our county. The Foster Youth Services Coordinating Program ensures that the COE and districts collaborate to provide services to Foster Youth, minimize school placement changes, provide transition services between schools when placement changes happen, create and coordinate countywide transportation plan, and create and maintain a robust team of advocates. The metric and actions developed related to the progress of this goal provide us with the data needed to measure our coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Countywide Plan for Expelled Youth (Priority 9).	Fully implement the countywide plan for expelled youth.	Fully implement the countywide plan for expelled youth.		Fully implement the countywide plan for expelled youth.	No difference.
4.2	MOU with districts (Priority 10).	Fully implement MOU with districts to support Foster Youth coordination.	Fully implement MOU with districts to support Foster Youth coordination.		Fully implement MOU with districts to support Foster Youth coordination.	No difference.

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 was fully implemented in 2024–25 and reflects the COE’s strong commitment to coordinating services for expelled youth and foster youth across the county. The Student Services Department facilitated monthly Countywide Student Services Directors meetings, which focused on sharing best practices and collaboratively addressing expulsion mitigation. Alternative Education administrators conducted timely intake meetings for expelled youth, ensuring seamless transitions into appropriate educational programs. For foster youth, liaisons and the program coordinator provided ongoing case management, coordinated services, and facilitated transition planning. Additionally, professional development opportunities were offered to Court and Community School staff to improve outcomes for foster youth and students in transition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and actual expenditures for Goal 4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 4 were effective in meeting the objective of supporting expelled and foster youth. Both key metrics, including the full implementation of the Countywide Plan for Expelled Youth and the Memorandum of Understanding (MOU) with districts to coordinate Foster Youth services, were achieved without any noted deviation from baseline or prior outcomes. The coordination of timely intake meetings and individualized support for expelled youth ensured they were placed in educational programs that addressed both academic and social-emotional needs. Meanwhile, the Student Services Department, including the foster youth services coordinating program, continued to serve as a critical hub for service alignment, stability planning, and advocacy, ensuring students received continuity in their educational experience.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantive changes will be made to Goal 4 for the 2025–26 year. The existing goal, metrics, and actions remain relevant and effective in addressing the legal and educational obligations of the COE related to expelled and foster youth.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Countywide Student Services Directors Meetings	Facilitated by our Student Services Department and held monthly with discussions focusing on best practices to mitigate the need for expulsions. These meetings are essential to our efforts of coordinating services countywide and continuously improving practices related to the mitigation of suspensions and expulsions and supporting the needs of expelled students.		No
4.2	Intakes for youth who are expelled	The Alternative Education administrators ensure coordination, intakes, and quick transitions for expelled youth that will be served through our programs. These intake meetings are part of the countywide plan for expelled youth and are critical to meeting the needs of expelled students and ensuring appropriate placement.		No
4.3	Foster Youth Education Liaisons and Coordinator	Foster Youth Education Liaisons and Coordinator to provide case management, professional development, coordination of services, and specific supports to students. This action goes above and beyond ensuring coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county through excellent collaboration.	\$31,151.82	No
4.4	Professional Development and support	Professional development and tailored support for our Court and Community School students and staff to support our foster youth and students in transition. Professional development opportunities include personalized support for best practices.		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	The Santa Cruz County Court School will increase college and career readiness by increasing staff to support dual enrollment efforts and career exploration.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We received equity multiplier funds for our Santa Cruz County Court School. The college and career indicator was very low for our school and we will increase staff dedicated to dually enrolling our students in our court school program.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of students in our court school successfully completing at least one college course.	0 socioeconomically disadvantaged students as baseline will be set in 2024-2025.	2 students were successfully dually enrolled.		5 or more socioeconomically disadvantaged students Santa Cruz County Court students will take college courses each year.	Increased by 2 students.

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 5, focused on increasing college and career readiness at the Santa Cruz County Court School, was effectively implemented in 2024–25 as part of the Equity Multiplier initiative. The primary strategy was to staff a College and Career Counselor to work directly with socioeconomically disadvantaged students. This staff member provided individualized guidance on dual enrollment processes, coordinated

with postsecondary institutions, and helped students explore career options. The implementation was smooth, and the presence of a counselor helped foster consistent student support and follow-through.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and actual expenditures for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions under Goal 5 demonstrated promising results. Two students from the Court School successfully enrolled in college courses, establishing a baseline and signaling progress toward the goal of having five or more students participate annually. While modest in number, this shift represents a significant step forward for our very small program. The success reflects both the increased capacity from dedicated staffing and students’ growing confidence in their postsecondary potential. Anecdotal feedback from students and staff also highlighted how these efforts helped students begin to see college as a viable and accessible path.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to Goal 5 or its associated actions for the coming year.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Support	College and Career Counselor who is specifically working with our students in our Santa Cruz County Court program, all of whom are considered socioeconomically disadvantaged, to increase access and support for dual enrollment and career exploration.	\$98,600.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,893,572	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.579%	0.000%	\$0.00	26.579%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Instructional Assistants in classes to support students with high needs</p> <p><b>Need:</b> As noted in the Reflections Section under annual performance, our White students are in the red for ELA and Math and our English Learners and Socioeconomically Disadvantaged students are in the orange and all student groups are performing below</p>	To address these needs we will provide additional staff members in classrooms with students with high needs to individually support them. This action is focused towards our students with high needs, however, all students will benefit.	We expect our local Star Renaissance data to continue to show reduced disparities between student group performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard. Our Foster Youth group was too small of a number to have a color.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.5</b>	<p><b>Action:</b> Curriculum and instruction support and direct services to support English Language Development</p> <p><b>Need:</b> When analyzing our data, both student achievement data and stakeholder feedback from the staff, there exists a clear need for additional curriculum and instructional support of students with high needs throughout our programs, particularly our English Learners. Our staff also voiced wanting more support for ELD curriculum and instruction and this aligned with the academic data that we have.</p> <p><b>Scope:</b> LEA-wide</p>	This action will specifically work to address the identified needs of our multilingual students through direct instruction and supporting staff on effective instructional practices and curriculum implementation. Since the support is intended to impact academic achievement and english language development across all sites, it will be provided on an LEA wide basis.	We expect this curriculum and instruction focus for our English Language Learners to positively impact our reclassification rates.
<b>2.1</b>	<p><b>Action:</b> Counselors</p> <p><b>Need:</b> Maintaining and improving access to counseling, specifically for high needs students has been voiced by our local community.</p>	Providing counseling to students with high needs, including recruiting and retaining biliterate counselors, promotes a more safe and supportive learning environment. We strategically place counselors at sites with students with high needs. This action is focused towards our students with high needs, however, all students will benefit from having counselors at their sites.	We expect a positive impact on the percentage of students who have access to counseling.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>2.2</b>	<p><b>Action:</b> Supplemental food and clothing</p> <p><b>Need:</b> Our educational partners have voiced through meetings that having food and clothing available for students and school teams is crucial to creating a safe and supportive environment. Students need to have comfortable, school attire and not be hungry when trying to learn.</p> <p><b>Scope:</b> LEA-wide</p>	Food is not only essential to learning it provides comfort and an opportunity for connection. School-appropriate clothing such as school sweatshirts, shirts, pants, and hats are provided to those in need. Providing food and clothing increases the feeling of being safe and supported at school.	School safety metric will maintain or increase in-part because of the additional food and clothing.
<b>3.1</b>	<p><b>Action:</b> Community, parent, and family engagement team</p> <p><b>Need:</b> Engaging our families of students with high needs is integral to the success of our students. Our community has expressed the importance of our supportive staff who are available and responsive.</p> <p><b>Scope:</b> LEA-wide</p>	This team works with high-needs families across all of our sites to bring their voices to the conversation, engage families in school activities and decisions, and partner with them on their student's education. This action is intended to impact the connection between schools and the families of students with high needs across all sites and all families will benefit from having this team however, certain engagement events and outreach are geared principally towards our students with high needs.	Local survey data measuring the percentage of families who are able to connect with school staff.
<b>3.2</b>	<p><b>Action:</b> College and Career Support</p>	The College and Career coordinator and team will support systems and direct support to individual students to enroll and successfully complete	Percentage of students who have access and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> According to the Dashboard and local data students with high needs are not taking college courses at the same rate as their peers.</p> <p><b>Scope:</b> LEA-wide</p>	college courses. Since this action is intended to increase dual enrollment success for our high needs students it will be implemented across all sites, however, certain aspects, such as having more intensive support will be directed towards students with high needs.	support to dual enrollment classes.
3.4	<p><b>Action:</b> Contracts with community organizations</p> <p><b>Need:</b> Through our local surveys and voiced through community meetings our educational partners have expressed a need to continue offering engaging activities through community based organizations, specifically focusing on engaging with our students socioeconomically disadvantaged students. These opportunities emphasize empowerment and soft skills which can lead to internships, self-empowerment, and increased wellness.</p> <p><b>Scope:</b> LEA-wide</p>	Community based programs bring a myriad of experiences to our youth that otherwise might not have been possible. These programs not only provide engagement and empowerment, they also connect the student with school and support their overall academic progress. This action is provided on an LEA wide basis and while the learning opportunities will benefit all students this action is geared to impact our students with high needs.	Local survey measuring impact/access of community enrichment activities

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The Santa Cruz COE does not have any limited actions.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Santa Cruz County Office of Education estimates that our unduplicated count will be just under 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$10,886,742.00	2,893,572	26.579%	0.000%	26.579%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,507,869.09	\$84,234.37	\$0.00	\$31,151.82	\$15,623,255	\$14,026,745.07	\$1,596,510.21

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Assistants in classes to support students with high needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,203,261.67	\$0.00	\$1,203,261.67				\$1,203,261.67	
1	1.2	Maintenance and Operations	All	No				Ongoing	\$0.00	\$1,017,004.55	\$1,017,004.55				\$1,017,004.55	
1	1.3	Special Education Coordination	Students with Disabilities	No			All Schools		\$84,234.37	\$0.00		\$84,234.37			\$84,234.37	
1	1.4	Curriculum	All	No			All Schools	Ongoing	\$0.00	\$167,600.00	\$167,600.00				\$167,600.00	
1	1.5	Curriculum and instruction support and direct services to support English Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$161,754.25	\$0.00	\$161,754.25				\$161,754.25	
1	1.6	Instructional staff and administrators for Court and Community Schools	All Students with Disabilities	No					\$9,148,538.08	\$0.00	\$9,148,538.08				\$9,148,538.08	
2	2.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,570,279.83	\$0.00	\$1,570,279.83				\$1,570,279.83	
2	2.2	Supplemental food and clothing	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$111,879.54	\$111,879.54				\$111,879.54	
2	2.3	Professional development-Mental Health	All	No			All Schools									
2	2.4	Communication regarding attendance at the Santa Cruz County Special Education program	Students with Disabilities	No			Specific Schools: Santa Cruz County Special									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Education									
3	3.1	Community, parent, and family engagement team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,266,391.94	\$0.00	\$1,266,391.94				\$1,266,391.94	
3	3.2	College and Career Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$561,133.11	\$0.00	\$561,133.11				\$561,133.11	
3	3.3	Student Leadership and Empowerment	All	No												
3	3.4	Contracts with community organizations	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$201,426.12	\$201,426.12				\$201,426.12	
4	4.1	Countywide Student Services Directors Meetings	All	No			All Schools									
4	4.2	Intakes for youth who are expelled	Expelled Youth	No			All Schools									
4	4.3	Foster Youth Education Liaisons and Coordinator	Foster Youth	No			All Schools		\$31,151.82	\$0.00				\$31,151.82	\$31,151.82	
4	4.4	Professional Development and support	Foster Youth and Students in Transition	No												
5	5.1	College and Career Support	Santa Cruz County Court School Students	No			Specific Schools: Santa Cruz County Court		\$0.00	\$98,600.00	\$98,600.00				\$98,600.00	



# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,886,742.00	2,893,572	26.579%	0.000%	26.579%	\$5,076,126	0.000%	46.627 %	<b>Total:</b>	\$5,076,126
								<b>LEA-wide Total:</b>	\$5,076,126.46
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Assistants in classes to support students with high needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,203,261.67	
1	1.5	Curriculum and instruction support and direct services to support English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$161,754.25	
2	2.1	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,570,279.83	
2	2.2	Supplemental food and clothing	Yes	LEA-wide	Low Income	All Schools	\$111,879.54	
3	3.1	Community, parent, and family engagement team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,266,391.94	
3	3.2	College and Career Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$561,133.11	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Contracts with community organizations	Yes	LEA-wide	Low Income	All Schools	\$201,426.12	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,390,711.95	\$14,026,233.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Assistants in classes to support students with high needs	Yes	\$926,065.11	\$1,323,901.94
1	1.2	Maintenance and Operations	No	\$655,086.90	\$555,451.25
1	1.3	Special Education Coordination	No	\$80,222.93	\$80,104.12
1	1.4	Curriculum	No	\$148,000.00	\$107,341.24
1	1.5	Curriculum and instruction support and direct services to support English Language Development	Yes	\$110,000.00	\$0.00
1	1.6	Instructional staff and administrators for Court and Community Schools	No	\$8,260,176.66	\$8,824,977.66
2	2.1	Counselors	Yes	\$530,430.84	\$920,583.30
2	2.2	Supplemental food and clothing	Yes	\$115,798.37	\$112,193.37
2	2.3	Professional development-Mental Health	No	0	0.00
2	2.4	Communication regarding attendance at the Santa Cruz County Special Education program	No	0	\$0.00
3	3.1	Community, parent, and family engagement team	Yes	\$854,068.53	\$1,166,673.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	College and Career Support	Yes	\$398,853.18	\$558,760.07
3	3.3	Student Leadership and Empowerment	No	0	\$0.00
3	3.4	Contracts with community organizations	Yes	\$165,276.43	\$211,212.01
4	4.1	Countywide Student Services Directors Meetings	No	0	\$0.00
4	4.2	Intakes for youth who are expelled	No	0	\$0.00
4	4.3	Foster Youth Education Liaisons and Coordinator	No	\$6,736.00	\$25,038.16
4	4.4	Professional Development and support	No	0	0
5	5.1	College and Career Support	No	139,997.00	\$139,997.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,292,342	\$3,100,492.46	\$4,293,323	(\$1,192,831.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Assistants in classes to support students with high needs	Yes	\$926,065.11	\$1,323,901.94		
1	1.5	Curriculum and instruction support and direct services to support English Language Development	Yes	\$110,000.00	\$0.00		
2	2.1	Counselors	Yes	\$530,430.84	\$920,583.30		
2	2.2	Supplemental food and clothing	Yes	\$115,798.37	\$112,193.37		
3	3.1	Community, parent, and family engagement team	Yes	\$854,068.53	\$1,166,673.22		
3	3.2	College and Career Support	Yes	\$398,853.18	\$558,760.07		
3	3.4	Contracts with community organizations	Yes	\$165,276.43	\$211,212.01		



# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10,355,570.00	4,292,342	0	41.450%	\$4,293,323	0.000%	41.459%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## **Requirements and Instructions**

### **General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### **Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”



**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

***Purpose***

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

**Requirements**

***Requirements***

**School districts and COEs:** [EC Section 52060\(q\)](#) and [EC Section 52066\(q\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.



- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### ***Purpose***

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*



Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

***Requirements and Instructions***

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## ***Total Planned Expenditures Table***

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## ***Calculations in the Action Tables***

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**



- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2024



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

## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 13.2

**Board Meeting Date:** June 12, 2025

☐

Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools  
Denise Guerra-Sanson, Executive Director, Student Program

**SUBJECT:** Public Hearing: 2025-2026 Local Control Accountability Plan (LCAP) of the Santa Cruz County Career Advancement Charter School

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### BACKGROUND

In compliance with California EDC § 52062(b)(1), the Board will hold a public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed by the 2025-2026 Local Control Accountability Plan of the Santa Cruz County Career Advancement Charter School and the 2025-2026 Annual Update, and 2025-2026 Budget Overview for Parents.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

Open, conduct, and close the public hearing.

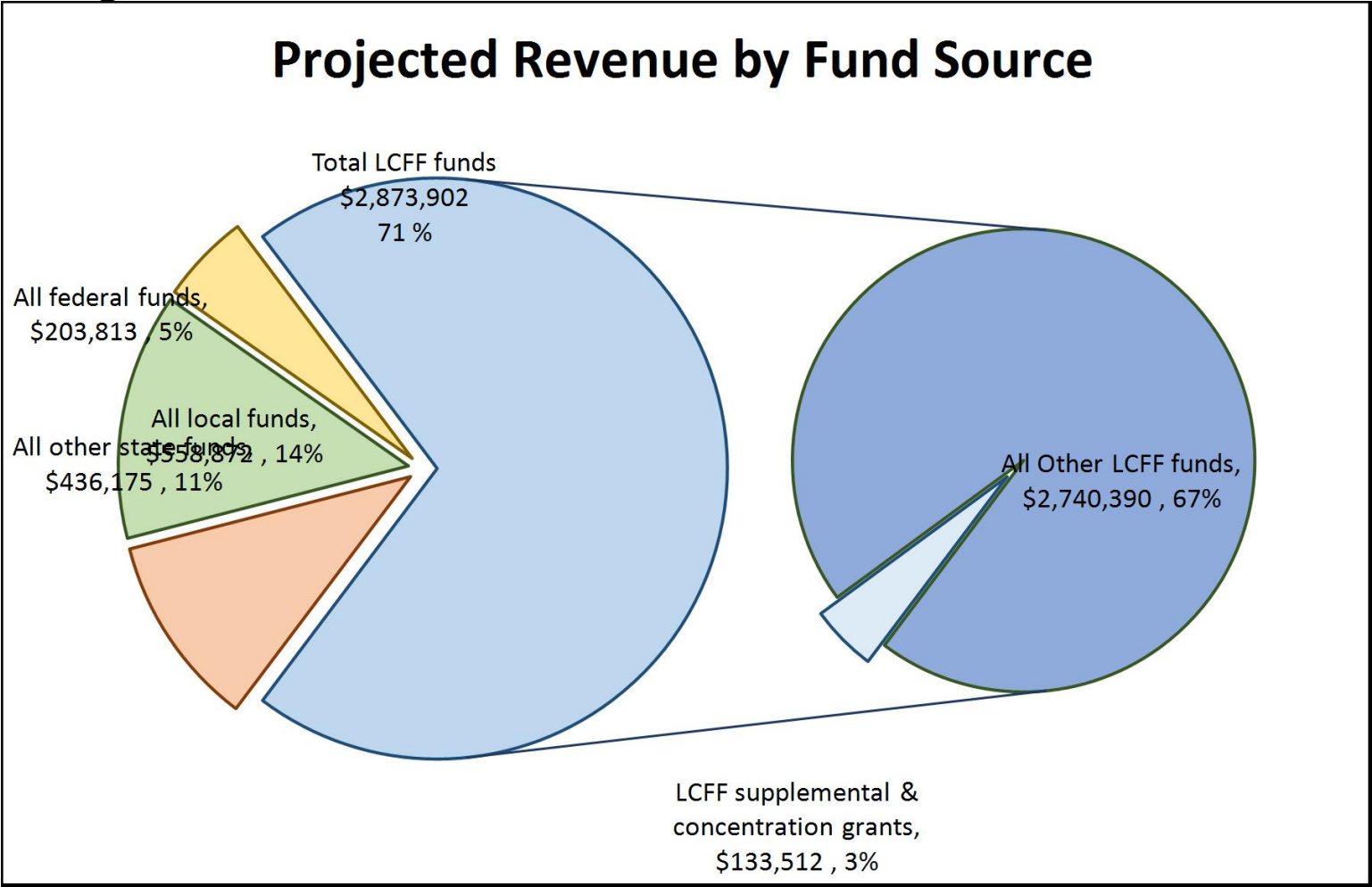


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Advancement Charter, Santa Cruz County Office of Education  
CDS Code: 44 10447 0136572  
School Year: 2025-26  
LEA contact information:  
Denise Guerra-Sanson  
Executive Director  
dsanson@santacruzcoe.org  
(831) 466-5680

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2025-26 School Year



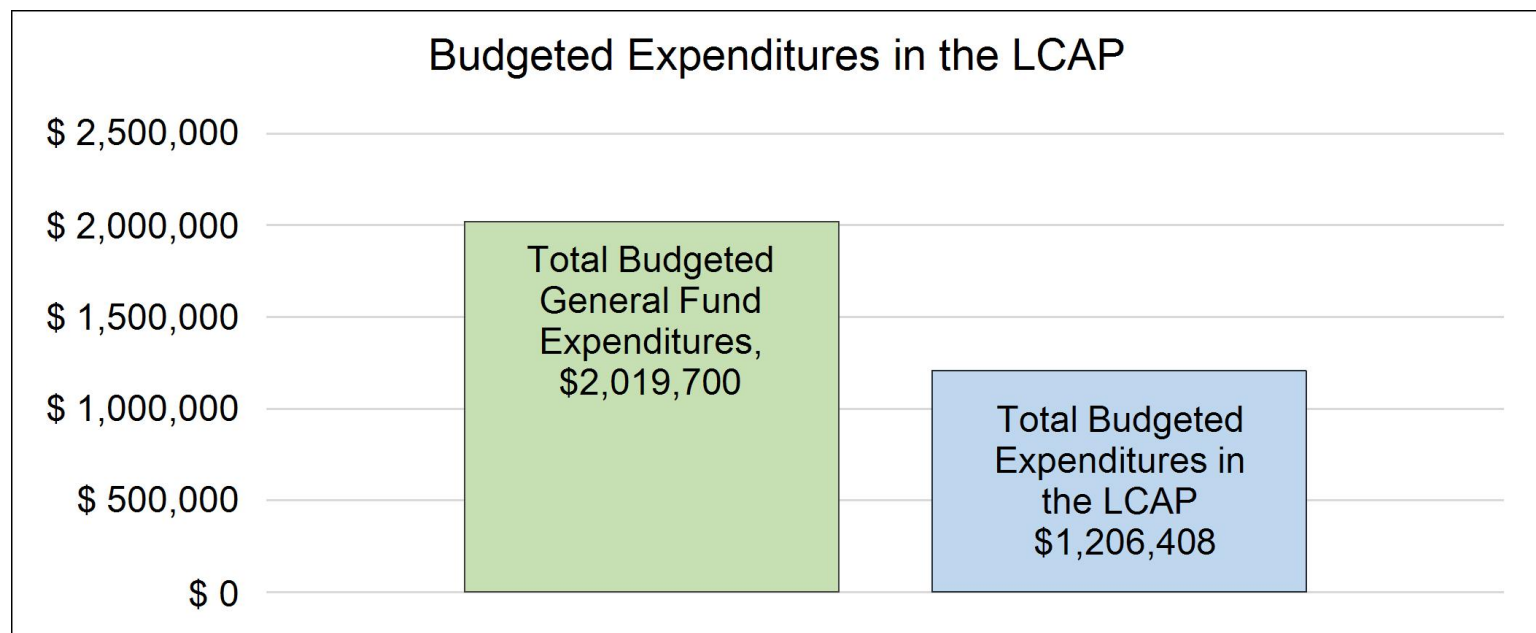
This chart shows the total general purpose revenue Career Advancement Charter, Santa Cruz County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Advancement Charter, Santa Cruz County Office of Education is \$4,072,762, of which \$2,873,902.00 is Local Control Funding Formula (LCFF), \$436,175.00 is other state funds, \$558,872.00 is local funds, and \$203,813.00 is federal funds. Of the \$2,873,902.00 in LCFF Funds, \$133,512.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Career Advancement Charter, Santa Cruz County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Advancement Charter, Santa Cruz County Office of Education plans to spend \$2,019,700.03 for the 2025-26 school year. Of that amount, \$1,206,408 is tied to actions/services in the LCAP and \$813,292.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Career Advancement Charter's LCAP, developed with community input and aligned with state priorities, is centered on supporting students with the highest needs. While the majority of general fund expenditures are reflected in the LCAP, some expenditures are excluded because they are tied to specific grant-funded initiatives outside of the LCFF framework. CAC leverages additional funding sources, including the California Adult Education Program (CAEP) grant, Comprehensive School Improvement (CSI) funds, and AB 109 Corrections/Probation funding, to further support the LCAP goals and expand services for students. These expenditures are tracked and reported separately in accordance with state requirements. CAC administration collaborates closely with the Santa Cruz COE Fiscal Department to ensure all funds are properly accounted for and aligned with program goals.

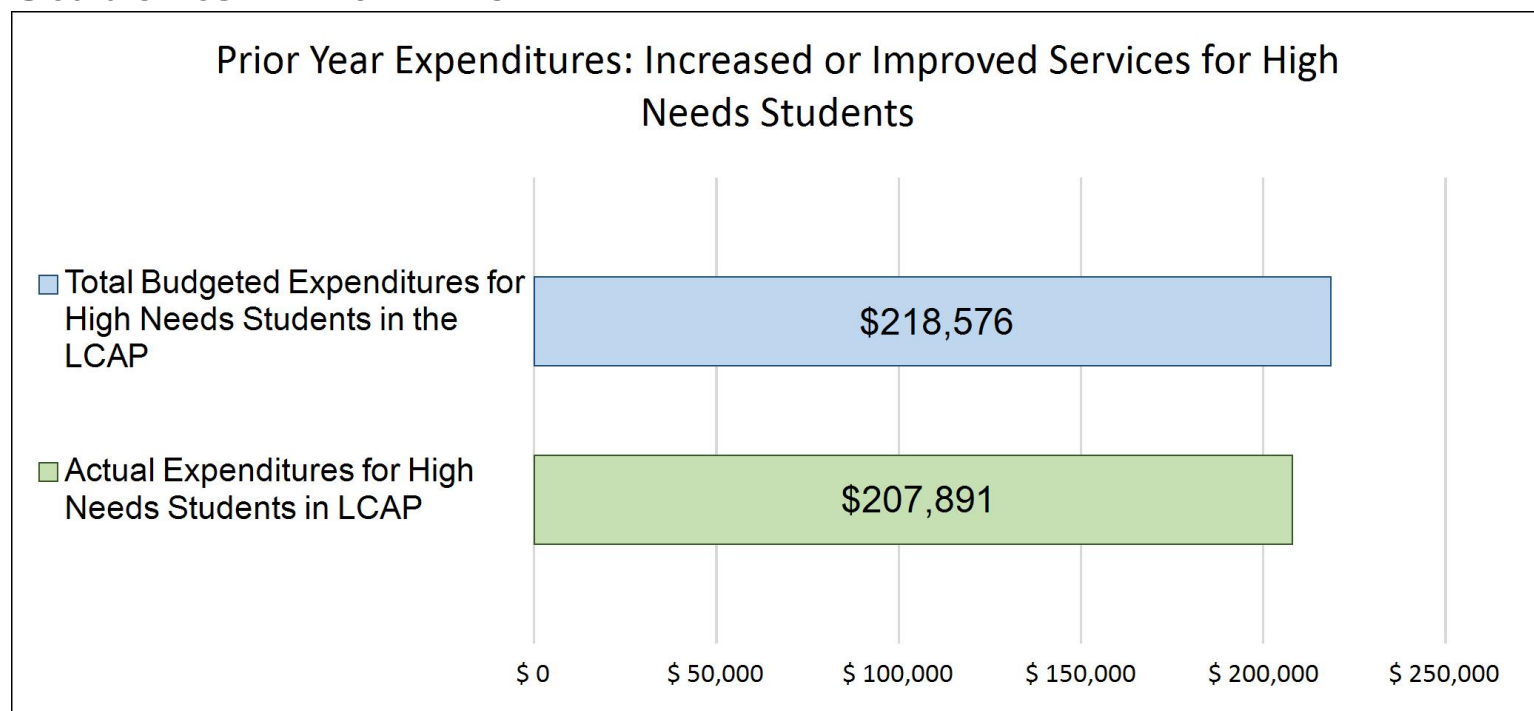
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Career Advancement Charter, Santa Cruz County Office of Education is projecting it will receive \$133,512.00 based on the enrollment of foster youth, English learner, and low-income students. Career Advancement Charter, Santa Cruz County Office of Education must describe how it intends to increase or

improve services for high needs students in the LCAP. Career Advancement Charter, Santa Cruz County Office of Education plans to spend \$218,576 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Career Advancement Charter, Santa Cruz County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Career Advancement Charter, Santa Cruz County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Career Advancement Charter, Santa Cruz County Office of Education's LCAP budgeted \$218,576. for planned actions to increase or improve services for high needs students. Career Advancement Charter, Santa Cruz County Office of Education actually spent \$207,891 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$10,685 had the following impact on Career Advancement Charter, Santa Cruz County Office of Education's ability to increase or improve services for high needs students:

Although the total actual expenditures for 2024–25 were less than originally budgeted, Career Advancement Charter was still able to implement key actions to increase or improve services for high needs students. We had originally planned to hire 2 bilingual instructional aides but were only able to hire one. The difference in spending did not significantly impact the overall delivery of services. Students benefited from increased multilingual support, the introduction of cohort-style classes designed to improve new student retention, access to instructional materials in both English and Spanish, and the addition of direct support staff. These targeted efforts ensured that the intent of the planned actions was achieved, even with adjusted expenditures.



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Santa Cruz County Office of Education	Denise Guerra-Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Career Advancement Charter (CAC) was authorized as a dependent charter of the Santa Cruz County Office of Education Alternative Program to provide a re-entry high school diploma and career technical education (CTE) opportunities for adult students. The CAC started in the fall of 2017 offering services at three locations; Corrections, the COE, and Sequoia Schools. Currently, the CAC has expanded to serve adult students at seven locations countywide, and is seeking to increase capacity to provide students with access to job skills literacy, career exploration, and CTE opportunities in the coming year. We are pleased to share that the CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. This accreditation process was a meaningful experience for our CAC community and is an honorable validation of the work that we do.

Santa Cruz County is located on the central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county encompasses the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part.

We believe that the educational success of our adult students is dependent upon quality and innovative instructional programs, removing barriers of access to education and career, and active community engagement. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate a robust learning environment and shape programming to reflect current community needs.

This 24/25 school year the CAC participated in a WASC self-study review, gaining valuable insight from the collaborative process. The accreditation process reflects our dedication to meeting educational standards and ensuring the success of our graduates, preparing them for their post-secondary pursuits. The accreditation affirms our dedication to continuous improvement and excellence in education. We remain committed to upholding WASC standards and further enhancing student success.

The Career Advancement Charter school-wide learner outcomes include:

Engage: The Career Advancement Charter (CAC) equips students with a comprehensive set of skills and knowledge while acknowledging their ability to learn from personal strengths and mistakes to foster their academic and career development.

Empower: Career Advancement Charter (CAC) empowers students with a sense of confidence, high self-esteem, and belonging as part of a supportive community.

Expand: The Career Advancement Charter (CAC) equips its students with a versatile set of life skills to empower them for future success and support their continued growth.

CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be; effective problem solvers who examine information in a variety of ways, critical and creative thinkers who analyze information and apply knowledge to solve problems, and effective communicators who demonstrate skills through reading, writing, speaking, listening and presenting. Our students are resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the community, and developing an awareness of their own social/emotional needs. They are leaders in their communities who have agency to advocate for themselves and their families.

The CAC is a non-classroom based Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative and welcoming learning experiences. All services are free and programs are provided at multiple locations within Santa Cruz County.

The CAC has small sites located across the county that include: the Main Jail, the County Office of Education in Santa Cruz, the Rountree Correctional Facility, the Probation Services Center North and South, and Sequoia Schools. We have secured a new facility in downtown Watsonville, which will enable us to meet the demand of the adult student community. Each site provides a small specialized educational team who offers instruction and effective case management to connect resources and ensure local access for all students.

Most CAC students are enrolled for less than one full academic year before they either complete the diploma, or have to leave temporarily due to other life responsibilities. The majority of CAC students are determined adults who have not had prior success in high school due to numerous barriers. Many CAC students are parenting and are in need of childcare, are working full-time, and rely on insufficient transportation resources. For these reasons, CAC students prefer the flexibility of an Independent Study instructional format.

CAC teachers and staff communicate regularly with students. Students are encouraged to remain focused, on-track and to persist with the goal of obtaining a high school diploma, despite the numerous challenges that our adult learners face. CAC students respond positively to frequent phone calls, texts, individualized coaching, tutoring, small group meetings and bilingual delivery in English and Spanish. Teachers in



the correctional facilities work with the Corrections Department to identify students who have not yet obtained a high school diploma and assist them to enroll in our Adult Independent Study program.

Each student meets with their teacher at least once per week for a progress check, instruction and an attendance review. The rate of progress that a student makes each semester varies. On average, students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and other life responsibilities.

Adult students return to earn their high school diploma or equivalency for many reasons. We have developed an orientation process that ensures each student has an opportunity to meet with an intake counselor prior to enrollment to determine their strengths and needs. A careful transcript review is completed for each student to build on the accomplishments already achieved by each individual and identify next steps. Our intake leads are intentional in welcoming our new students, providing a space to set goals and encourage them. Students complete a questionnaire, provide a short writing sample, and complete the CASAS assessment before meeting their instructor. This information is valuable to the instructional team in planning their relational and curricular approach. We are an innovative and focused team committed to serving adult learners in Santa Cruz County.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard is an online tool designed to provide students, caregivers, educators, and the public with a comprehensive view of school and district performance across various metrics. When reviewing the California Dashboard metrics, CAC is rated blue for suspension rate, indicating strong performance in this area, but red for graduation rate and college and career readiness, signaling significant areas for improvement. The California School Dashboard is not a fully appropriate or effective tool for evaluating non-classroom-based (NCB) charter schools that serve adult learners, such as the CAC. Designed primarily for traditional TK–12 classroom settings, the Dashboard relies on metrics that don't always align with the goals or realities of adult education. For instance, measures like chronic absenteeism and suspension rates are not particularly meaningful in flexible, independent study models where adults may be balancing school with work, caregiving, or other responsibilities. Similarly, indicators like graduation rate or college and career readiness are based on cohort models and traditional high school pathways, which may not reflect the diverse reasons adult students enroll—such as earning a GED, completing specific credits, gaining job skills, or improving English literacy. However, while the CAC does utilize alternate metrics, the CAC student data as measured by the California School Dashboard necessitates a clear plan for improvement in the specific areas of Graduation Rate and College and Career Readiness.

### Improving Graduation Rate:

The CAC Graduation rate for 2024 is 29.2% on the California School Dashboard. To improve graduation rates, the CAC implements a proactive academic support system that includes individualized learning plans, regular progress monitoring, and increased access to tutoring

and mentoring. Every student meets with the Community Organizer or Transition Specialist upon enrollment to create a customized graduation plan that outlines required coursework and timelines. Instructors collaborate with support staff to identify students needing more support and offer targeted interventions, such as academic workshops and credit recovery options. Flexible course scheduling, including evening and online classes, accommodates working adults and parents, ensuring that external responsibilities do not become a barrier to completion.

#### Enhancing College and Career Readiness:

Currently, the California School Dashboard shows that zero CAC students are considered “Prepared” on the College and Career Indicator (CCI). It is important to note that this designation is based on a set of metrics—such as performance on CAASPP, AP, or IB exams, completion of A-G pathways, and multiple successfully completed community college courses—that do not align with the educational experiences or pathways of most CAC students. CAC students are all classified as 12th graders and do not participate in state testing (such as CAASPP), and the school does not currently offer AP or IB coursework due to its focus on diploma recovery and flexible, personalized scheduling. While many CAC students do engage in post-secondary coursework, including community college classes, these achievements may not be reflected in CCI data due to reporting limitations or the structure of how dual enrollment is tracked for adult learners. This discrepancy may contribute to an underrepresentation of student success on the Dashboard. The school is actively working to improve data collection and reporting processes in collaboration with our partners to ensure that student progress and accomplishments are more accurately reflected in future accountability measures. The CAC strengthens college and career readiness by integrating career exploration, postsecondary transition support, and real-world skill development into the curriculum. Career counseling is embedded throughout the student experience, including resume writing workshops, mock interviews, and goal-setting sessions. Instruction is aligned with essential workplace competencies, such as digital literacy, communication, and critical thinking, to ensure students are prepared for both college and the workforce.

Our participation with the Greater Opportunities for Adult Learning Consortium has strengthened our collaboration with our Adult Ed partners, including the Workforce Development Board, local school districts, and the community college. In addition to the regularly scheduled Board meetings, agency representatives schedule a collaborative work meeting to the calendar quarterly. The partnership and space for networking and collaboration continues to be beneficial.

One of our greatest successes this past academic year is an intentional and innovative approach to supporting new students as they begin in the CAC. In an effort to promote community building, the CAC is expanding its class offerings to provide students with more opportunities to learn in a group setting—learning not only from our teachers but from one another. The CAC Foundations Success Program, designed to equip students with essential skills for success in I.S., is currently being piloted to enhance program engagement and improve retention rates. This six-week course is designed to help adult learners transition back into an academic setting and prepare for independent study. Students attend class for two hours per week, engaging in direct instructional support and activities that develop essential digital literacy and academic success skills. A key component of the course is fostering a supportive and collaborative environment where students can share experiences, learn from one another, and gain confidence through interactive discussions, peer reviews, and personalized feedback. Independent Study (I.S.) teachers receive valuable information from the registration process and Foundations Success Program class to tailor instruction to students' academic needs and support their individual goals. By the end of the course, students will have a strong foundation for independent study and be equipped with the tools needed to pursue further education or career advancement with confidence. Additionally, this academic year we continue to improve the number of CAC students transitioning to ESL classes, non-credit courses, and dual enrollment courses at the community college.

This year we have pre and post tested more students than previously and results demonstrate a slight decrease in our pre and post-test of CAC students demonstrated literacy gains in the Comprehensive Adult Student Assessment Systems (CASAS). We were more successful in testing implementation and the results clearly indicate that students are improving in the Educational Functional Level (literacy and math) gains, which are vital to success in the school as well as work setting. With intentional collaboration between our Transition Specialists and our instructional staff, we have made great progress in creating a system for pre and post assessment administration. However, we have identified a need to complete more post-testing for students as they are exiting the CAC. The CASAS assessment has guided the development of varied instructional approaches to support our adult learners. In support of these approaches, we offer weekly Student Learning Sessions in the evenings. Student Learning Sessions are offered in the following areas: Foundational Math Support, Writing Support, Digital Literacy, Personal Learning Plan Development, and Career Skills. Through our CASAS staff trainings, our teachers and staff have gained the ability to effectively use assessment data to inform instruction and support post-secondary transition efforts.

A programmatic success includes the CAC program at the Adult Probation Success Centers in North and South County, with successful enrollments each month. We continue to provide services in the correctional facilities, with 18 students earning their high school diplomas throughout the school year. This year we have added Transition Support at the Rountree Facility, two Building Trades Pre-Apprenticeship cohorts available to students at Rountree, and a Culinary Arts class available to students at the Blaine Street Women's Facility.

All seven sites exceeded enrollment projections throughout the 24-25 school year and maintained strong attendance overall. All newer staff were guided to conduct ongoing qualitative assessments of student demographics and learning styles in efforts to sustain a highly welcoming and safe school environment. Ongoing training and support was offered in the areas of: culturally relevant career readiness, effective teaching strategies, improving outreach and enrollment, fostering an inclusive school community and building cultural proficiency. CAC staff foster a respectful and inclusive school culture, with a focus on academic success and social emotional wellness.

Teachers were able to provide individualized assignments based on transcript needs, providing weekly feedback and new assignments. Learning experiences are designed to meet the needs of all students including those who qualify for special education, multilingual learners, those experiencing homelessness, students with exceptional needs, and those requesting mental health support.

This year, we continued the implementation of our Ventures ESL curriculum. ESL Ventures pilot has been successful so far and we have purchased additional materials to expand the curriculum offerings at the Probation Success Centers (North and South). This curriculum is aligned with the CASAS assessment. Teachers are reporting that students are engaged with the material. We have a range of materials available for students from the Basic level to Level 5 (transition support). The online component is user-friendly and engaging. We have offered two sections of ESL at our Sequoia Schools location this school year. Classes have been well attended. Additionally, we offer two Plazas Comunitarias (Spanish literacy) classes each week.

All students who needed a computer and/or access to internet connectivity continue to be issued appropriate devices. The CAC has maintained a steady supply of machines to distribute to incoming students as well as to replace devices as needed.

In the 24-25 school year, the CAC served 424 students in our school settings as well as in correctional facilities. Of these students, a total of 141 graduated with a high school diploma or earned their high school equivalency.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Career Advancement Charter continues to be eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The CAC will continue to investigate areas in need of attention, specifically the graduation rate. The CSI plan for the CAC has been developed through support with the Santa Cruz COE, CAC staff, and student input. Data collection and analysis are critical components of investigating our current graduation rate as well as identifying strategies for improvement. Persistence data will be critical to accurately measure the level of engagement in our adult students, while also understanding that some students will have to pause their studies to give attention to other responsibilities. We will continue to work closely with community partners as contributing stakeholders as well, particularly our partner agencies in the GOAL consortium.

Data collection and analysis of our graduation rate will help identify strategies for improvement. To ensure interventions and strategies align with LCAP goals, the needs assessment will include a thorough analysis of student achievement data. CASAS testing and case management will track literacy and math growth, identify academic and career barriers, and monitor student progress. Additionally, qualitative data from student and staff surveys, focus groups, and advisory meetings will provide insight into challenges. We will gain a comprehensive understanding of factors impacting student success to make informed decisions. The collaborative root cause analysis will use structured methodologies grounded in improvement science to examine barriers contributing to low graduation rates. This process will engage students, educators, and community partners to identify systemic challenges and develop targeted solutions. Findings will directly inform the allocation of CSI funds.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CAC administration and leadership team will participate in the implementation and will monitor and evaluate the effectiveness of the CSI plan. We will use various data sources, including the CA School Dashboard, CASAS data, as well as local data around persistence, attendance, enrollment, and credit accrual. Additionally, we will use established metrics to monitor program efficacy, with a particular focus on post-secondary opportunity data. Ensuring that data is reviewed quarterly will promote program evaluation on a regular basis so that adjustments can be made as needed.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Consult with teachers, administration, school personnel, local bargaining units	We actively seek input from teachers, administration, and school personnel through a comprehensive consultation process. We employed various methods to ensure thorough and inclusive feedback. Surveys were distributed to gather quantitative and qualitative data, capturing a wide range of perspectives. Additionally, we regularly conducted meetings where stakeholders could voice their opinions and discuss concerns in a collaborative environment. Open lines of communication were maintained throughout the process, encouraging ongoing dialogue and transparency. We reviewed and analyzed the collected data to identify trends and insights, ensuring that our plan reflects the collective vision and needs of our school community. This inclusive approach ensures that our school plan is both representative and effective, fostering a collaborative spirit and commitment to continuous improvement. The WASC Self-Study process this year provided and required ongoing opportunities for all staff to collectively reflect on our program and provide feedback for both areas of strength and areas for growth.
Consult with students	Focused on a strong student-centered approach, we actively sought input from our students through various channels. Surveys were distributed to capture their feedback on key areas, ensuring their voices were heard. Student conferences provided a platform for more in-depth conversations, allowing us to understand their perspectives, needs, and challenges better. Our Student Advisory committee continues to ensure continuous involvement in the decision-making process. Regular meetings and open lines of communication were



Educational Partner(s)	Process for Engagement
	maintained, fostering an environment where students felt empowered to share their ideas and concerns. This approach ensured that our school plan is reflective of the students' views and aspirations, promoting a collaborative and inclusive school culture.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from students has highlighted a strong interest in expanding career exploration courses to support their transition into the workforce or advancement within it. Many students also expressed deep appreciation for the childcare services currently offered and shared a desire for more enrichment activities in North County, as well as access to advanced ESL classes. In response to this valuable input, several key elements of the LCAP were shaped directly by stakeholder engagement, including: enhanced transition support, increased instructional aide support, expanded professional learning opportunities for staff, childcare services, mental health counseling services, continued collaboration with CALS to broaden career technical education offerings, additional ESL courses for multilingual learners, enrichment opportunities, and the ongoing purchase of relevant instructional materials. Looking ahead, we remain committed to strengthening our outreach efforts to ensure student voices continue to guide and inform our work.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Graduation Rate	54.8%	29%		70%	-25.8%
1.2	Post-secondary Transition Rate (Placement/Graduated Students)	36.7%	27%		70%	-9.7%
1.3	CASAS EFL (Educational Functioning Level) gains	50%	46%		80%	-4%
1.4	Percent of students earning 45 or more credits per year (Students/ADA)	16.1%	51%		30%	+34.9%
1.5	Percent of students earning a HSD or HSE annually (Diplomas/ADA)	63%	68%		80%	+5%

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There are no substantive differences to report. For some positions it took longer than expected to fill. We weren't able to recruit a bilingual teacher but did hire a qualified candidate. The CASAS implementation in the locked facilities continues to be a challenge but we have implemented partially and are moving to a local assessment for our students in custody.

1.1 Comprehensive assessment strategies were implemented across programs to support accurate student placement and instructional planning.

1.2 Instead of hiring two 19-hour bilingual instructional aides, we hired one 32-hour aide and one part-time substitute, providing more consistent support.

1.3 ESL offerings expanded with both Level One and Level Two classes successfully delivered under a .5 FTE assignment.

1.4 The Bilingual Executive Director and 1.0 FTE Programs Administrator role was maintained and played a key leadership role in program oversight.

1.5 A 1.0 FTE teacher was hired for the CAC programs, though the individual had limited Spanish proficiency, which required additional language support strategies.

- 1.6 The Bilingual Community Organizer position was successfully maintained, continuing to support student and family engagement.
- 1.7 The Senior Instructional Support position was filled, though experienced a short vacancy mid-year before stabilizing.
- 1.8 Instructional materials were purchased as planned to enhance learning in ESL and diploma courses.
- 1.9 HiSet testing was offered but limited to locked facilities due to staffing and logistical constraints.
- 1.10 Staff engaged in professional learning through collaborative planning time in preparation for the WASC visit.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were minimal material differences between budgeted and estimated actual expenditures. The primary variance occurred in Action 1.2, where the plan included hiring two part-time instructional aides, but only one was hired. Additionally, instead of a full-time teacher, a 0.8 FTE position was filled, resulting in lower personnel costs. Expenditures for instructional materials were nearly three times higher than projected due to program growth and the need to support an increasing number of students. Conversely, spending on professional development was lower than anticipated, as much of the training was conducted internally in alignment with our WASC self-study efforts.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All planned actions were implemented successfully and contributed meaningfully to progress toward our goal of expanding access and support for multilingual and adult education students. The comprehensive assessment strategies effectively supported student placement and instructional planning, while the modified staffing model for bilingual instructional aides ensured consistent student support. Offering two levels of ESL instruction allowed us to better meet diverse learner needs and increase language acquisition. Leadership from the Bilingual Executive Director and Programs Administrator helped align program goals and maintain a focus on equity. Although the newly hired teacher for CAC programs had limited Spanish proficiency, the role still enhanced instructional capacity with additional language supports in place. The continued presence of the Bilingual Community Organizer proved highly effective in sustaining family engagement and outreach efforts. The Senior Instructional Support position, despite a short vacancy, ultimately provided valuable classroom and logistical assistance. Instructional materials were thoughtfully selected and contributed to improved student engagement. HiSet testing remained limited to locked facilities but continued to serve a key population. Finally, staff benefited from collaborative professional learning focused on the WASC process, which helped strengthen program alignment and instructional practices.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals and actions will remain unchanged for next year. The only change includes adding staff to support our growing program, specifically in the areas of: ESL, Independent Study instruction, and instructional aide support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## **Actions**

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Comprehensive Assessment Strategies and Implementation	Implement a comprehensive assessment strategy that includes formative and summative assessments to monitor and support student progress in Math and English proficiency, job skills literacy, and readiness for post-secondary opportunities. Testing platforms include CASAS, ALEKS, ESL,	\$25,000.00	No
<b>1.2</b>	Bilingual Instructional Support	Provide bilingual instructional support for CAC students to expand educational interventions and support, including one to one tutoring, assist with resource inventory, manage student learning center	\$95,743.00	Yes
<b>1.3</b>	Provide ESL Classes	Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	\$28,070.00	Yes
<b>1.4</b>	Bilingual Executive Director; Programs Administrator	Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	\$66,160.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	Retain current staffing and increase teacher by 1.0 FTE program-wide. Start the 24/25 school year with 7.0 FTE	\$106,778.00	No
<b>1.6</b>	Bilingual Community Organizer	Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.	\$45,491.00	Yes
<b>1.7</b>	Senior Instructional Support	Support students, staff, and program with direct service and referrals. Lead data collection, entry, and analysis	\$17,197.00	No
<b>1.8</b>	Purchase Instructional Materials	Purchase instructional materials in English and Spanish for use in a variety of instructional settings including Corrections, Independent Study formats, ESL courses, and online formats	\$50,000.00	No
<b>1.9</b>	High School Equivalency Administration (HiSet)	Expand opportunities for students, particularly in the locked and Adult Probation facilities, to access the HiSet proficiency exam	\$14,705.00	No



Action #	Title	Description	Total Funds	Contributing
<b>1.10</b>	Professional Staff Learning	Provide ongoing learning opportunities for CAC staff based on student need and staff interest	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.</p> <p>Our goal is to support student transitions both into and out of the Career Advancement Charter, focusing on our general student population as well as targeted groups such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students. This approach enables us to identify and address gaps in community resources effectively. Providing integrated support universally, targeted to specific populations, and tailored to individual needs allows us to enhance and strengthen our program. This ensures that we cater to the comprehensive needs of our students, enabling them to have an engaging learning experience and transition successfully beyond their high school diplomas.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities (Participation/ADA)	17.4% (CTE only)	43%		60%	+25.6
2.2	Career and Transition Services/Counseling Received (Services/Total Enrollment)	36.3%	45%		80%	+8.7%
2.3	Post-secondary education placement (Students in post-secondary/Graduates)	TBD in 24/25 school year	23%		60%	0 baseline established
2.4	Number of students co-enrolled at the Community College or Technical Training (students/ADA)	TBD in 24/25 school year	21%		60%	0 baseline established

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There are no substantive changes to report and actions will be carried out in the upcoming school year. The only action not fully implemented was hiring student workers (2.6).

2.1 CTE instruction was delivered as planned, providing students with hands-on skills and pathways to employment.

2.2 Comprehensive student support services were implemented, addressing academic, social, and logistical barriers to re-entry.

2.3 Bilingual Transition Specialists actively worked as part of the Consortium Team, offering individualized transition planning and direct services.

2.4 Career development and co-enrollment opportunities were expanded, giving students increased access to job training and postsecondary pathways.

2.5 Childcare services were provided through our Early Care classroom, allowing more parents to participate in educational programming.

2.6 Enrichment opportunities were offered to enhance student engagement, though student worker positions were not filled as originally planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All budgeted and estimated actual expenditures for our student support goal were closely aligned, with only minor differences. In Action 2.7, we spent approximately \$15,000 less than planned due to not hiring student workers or organizing student field trips. Instead, those enrichment funds were redirected to support a pilot photography class, which was a successful and well-received addition to our program. Based on positive student feedback, we plan to expand art-focused enrichment opportunities next year to better align with student interests and needs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This year, we made significant progress toward our goal of supporting adult students with re-entry into employment, health services, community college, and career pathways. Career Technical Education (CTE) instruction was successfully implemented, equipping students with practical, job-ready skills and boosting their confidence in entering or advancing in the workforce. Comprehensive student support services addressed academic, social, and logistical barriers, ensuring that students remained connected and engaged. Our Bilingual Transition Specialists worked effectively as part of the Consortium Team, providing individualized, culturally responsive support to help students navigate transitions to employment, postsecondary education, and community resources. Career development and co-enrollment opportunities were expanded, offering students more seamless access to job training and higher education pathways. On-site childcare services in our Early Care classroom removed a major barrier for parent learners and supported stronger attendance. Enrichment opportunities also played a key role in increasing engagement and fostering a sense of community. While all planned actions were carried out with the exception of hiring student workers, the overall implementation has been effective in helping adult learners re-enter systems that support their personal, academic, and professional growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantive changes will be made to the planned goal, metrics, or outcomes for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education Instruction	Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building, Digital Literacy	\$64,264.00	No
2.2	Comprehensive Student Support	Provide student support including: mental health support, community referrals, connection to community resources	\$55,326.00	No
2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Transition Specialists provide direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face	\$37,078.00	Yes
2.4	Increase co-enrollment opportunities for Adult Students	liase with Cabrillo College, non-credit courses, dual enrollment, explore stackable certificates based on labor demand (SVL)	\$37,190.00	No
2.5	Provide Childcare Services in our Early Care Classroom	Provide afternoon and evening childcare services at the Sequoia Schools campus so that adult students are able to participate in educational, prosocial, and counseling opportunities	\$111,002.00	No
2.6	Provide healthy food options	Students will have daily access to healthy food options while on campus.	\$15,000.00	No
2.7	Enrichment Opportunities	Explore and identify enrichment programming that may include student employment, arts, music, interest based workshops, immersive/experiential experiences to increase student engagement	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.	Broad Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Enrollment	361	425		400	+64

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Average Daily Attendance	155	208		185	+53
3.3	Persistence Data - Students continuously enrolled for at least one semester/total enrollment	37.4	32%		60%	-5.4
3.4	Student Survey Data - Program Satisfaction	76.9%	95%		95%	+18.1
3.5	CAC Survey Data - Engagement	TBD in 24/25	67%		95%	baseline established

## Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

CAC successfully implemented nearly all planned actions under this goal, with meaningful progress in expanding services, strengthening partnerships, and increasing outreach. One notable exception was the Community Referral System, which faced usability challenges and low adoption by partner agencies; as a result, we will discontinue its use in the coming year. All other actions were completed as planned, with positive outcomes in student engagement, visibility, and interdepartmental collaboration.

3.1 Expand and improve CAC services: Program offerings were broadened and refined to better align with adult learner needs, resulting in increased enrollment and retention.

3.2 Implement Student Onboarding Process: A new onboarding process was successfully launched, improving student orientation and early engagement.

3.3 Utilize Community Referral System to maximize community connections: Implementation was limited due to platform difficulties and inconsistent use by partners; the system will not be continued next year.

3.4 Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium: CAC remained an active member, benefiting from shared planning, regional coordination, and increased program visibility.

3.5 Student Outreach: Ongoing outreach efforts through targeted campaigns and events led to improved enrollment and community awareness.

3.6 Community Event Participation: Staff attended multiple community events, expanding CAC's presence and creating new engagement opportunities.

3.7 Cross Department Collaboration: Collaboration across departments, especially with CALS and Student Services, enhanced support structures and programming for students. Next year we plan to work closely with Educational Services to provide professional learning opportunities for staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 3, Student and Community Outreach, most budgeted and actual expenditures remained consistent. Action 3.2 reflected a higher actual cost than anticipated due to the implementation of our pilot Foundations Success Onboarding program, which required increased staff time and coordination. In contrast, expenditures for Action 3.6 were lower than planned as a result of staffing transitions, which limited our participation in some community events. However, despite this reduction, we maintained a strong presence in community outreach efforts throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under this goal were effective in making meaningful progress toward expanding access and capacity through community engagement and outreach. The expansion of CAC services and the successful rollout of a student onboarding process both contributed to improved student enrollment, orientation, and retention. These foundational changes enhanced the student experience and supported smoother transitions into the program. Student outreach and participation in community events were also highly effective in raising awareness of CAC's offerings, building trust with the community, and creating opportunities for new enrollments.

Partnerships, particularly through the Greater Opportunities for Adult Learning (GOAL) Consortium, proved valuable in aligning regional efforts and leveraging shared resources. Cross-department collaboration strengthened internal systems and allowed for more holistic support of students. However, the Community Referral System was ultimately ineffective; challenges with the platform's usability and limited engagement from external partners hindered its success. Based on this experience, we will discontinue its use and explore alternative ways to maintain strong referral relationships. Despite this one limitation, the overall set of actions significantly advanced the goal and will serve as a strong foundation for continued growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantive changes will be made to the planned goal, metrics, or outcomes for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Expand and improve CAC services	HSD and HSE services will be provided at Corrections, Probation Service Centers North and South, COE Campus Locations, as well as a continued commitment to be responsive to other interested community partners	\$49,992.00	No
<b>3.2</b>	Implement Student Onboarding Process	Bilingual staff to complete student intakes and orientation to welcome and onboard new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	\$45,491.00	No
<b>3.3</b>	Utilize Community Referral System to maximize community connections	Utilize Community Pro to make appropriate referrals to post-secondary opportunities and promote inter-agency collaboration	\$45,274.00	No
<b>3.4</b>	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	Collaborate with community partners involved in adult education programs to enhance learning opportunities and resources	\$45,274.00	No
<b>3.5</b>	Provide Student Outreach	Promote CAC program across the county to encourage more adult students to complete HSD or HSE	\$12,194.00	Yes
<b>3.6</b>	Community Event Participation	Attend open house events, career fairs, maintain presence at community events	\$89,491.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Cross Department Collaboration	Network with COE departments to promote collaboration to benefit students with resources and opportunities	\$104,688.00	No
<b>3.8</b>	Support Staff	Continue/improve outreach and communication campaigns at community events, local high schools, and foster relationships with adult education partners		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$133,512.00	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.872%	0.000%	\$0.00	4.872%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<b>Action:</b> Bilingual Community Organizer  <b>Need:</b> Comprehensive Student Support  <b>Scope:</b>	Staff to work across programs providing direct support to students	Achievement, Engagement



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>2.3</b>	<p><b>Action:</b> Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students</p> <p><b>Need:</b> Transition support for students who need more resources.</p> <p><b>Scope:</b> LEA-wide</p>	Students with greater need will receive focused attention from a Transition Specialist to support with the educational process.	Various metrics related to engagement and achievement will be analyzed.
<b>3.5</b>	<p><b>Action:</b> Provide Student Outreach</p> <p><b>Need:</b> Outreach in Spanish and English</p> <p><b>Scope:</b> LEA-wide</p>	Many students need primary language support	Metrics related to engagement and achievement will be analyzed.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<b>Action:</b> Bilingual Instructional Support  <b>Need:</b> Spanish support for students whose primary language is not English  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Spanish support for students whose primary language is not English	Assessment tools, staff evaluation
1.3	<b>Action:</b> Provide ESL Classes  <b>Need:</b> ESL for multilingual learners  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Intentional instruction to support students' language acquisition	participation, CASAS

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,740,390.	133,512.00	4.872%	0.000%	4.872%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,140,248.00	\$0.00	\$0.00	\$66,160.00	\$1,206,408.00	\$1,096,408.00	\$110,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Comprehensive Assessment Strategies and Implementation	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.2	Bilingual Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$95,743.00	\$0.00	\$95,743.00				\$95,743.00	
1	1.3	Provide ESL Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools		\$28,070.00	\$0.00	\$28,070.00				\$28,070.00	
1	1.4	Bilingual Executive Director; Programs Administrator	All	No			All Schools		\$66,160.00	\$0.00				\$66,160.00	\$66,160.00	
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	All	No			All Schools		\$106,778.00	\$0.00	\$106,778.00				\$106,778.00	
1	1.6	Bilingual Community Organizer	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
1	1.7	Senior Instructional Support	All	No			All Schools		\$17,197.00	\$0.00	\$17,197.00				\$17,197.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Purchase Instructional Materials	All English Learners	No			All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.9	High School Equivalency Administration (HiSet)	All	No			All Schools		\$14,705.00	\$0.00	\$14,705.00				\$14,705.00	
1	1.10	Professional Staff Learning	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Career Technical Education Instruction	All	No			Specific Schools: Sequoia Schools		\$64,264.00	\$0.00	\$64,264.00				\$64,264.00	
2	2.2	Comprehensive Student Support	All	No			All Schools		\$55,326.00	\$0.00	\$55,326.00				\$55,326.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$37,078.00	\$0.00	\$37,078.00				\$37,078.00	
2	2.4	Increase co-enrollment opportunities for Adult Students	All	No			All Schools		\$37,190.00	\$0.00	\$37,190.00				\$37,190.00	
2	2.5	Provide Childcare Services in our Early Care Classroom	All	No			Specific Schools: Sequoia Schools		\$111,002.00	\$0.00	\$111,002.00				\$111,002.00	
2	2.6	Provide healthy food options	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.7	Enrichment Opportunities	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.1	Expand and improve CAC services	All	No			All Schools		\$49,992.00	\$0.00	\$49,992.00				\$49,992.00	
3	3.2	Implement Student Onboarding Process	All	No			All Schools		\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Utilize Community Referral System to maximize community connections	All	No			All Schools		\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	All	No			All Schools		\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.5	Provide Student Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools		\$12,194.00	\$0.00	\$12,194.00				\$12,194.00	
3	3.6	Community Event Participation	All	No			All Schools		\$89,491.00	\$0.00	\$89,491.00				\$89,491.00	
3	3.7	Cross Department Collaboration	All	No			All Schools		\$104,688.00	\$0.00	\$104,688.00				\$104,688.00	
3	3.8	Support Staff														



# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,740,390.	133,512.00	4.872%	0.000%	4.872%	\$218,576.00	0.000%	7.976 %	<b>Total:</b>	\$218,576.00
								<b>LEA-wide Total:</b>	\$94,763.00
								<b>Limited Total:</b>	\$123,813.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Bilingual Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$95,743.00	
1	1.3	Provide ESL Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools	\$28,070.00	
1	1.6	Bilingual Community Organizer	Yes	LEA-wide	English Learners Low Income		\$45,491.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,078.00	
3	3.5	Provide Student Outreach	Yes	LEA-wide	English Learners	All Schools	\$12,194.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,241,761.00	\$1,276,910.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Comprehensive Assessment Strategies and Implementation	No	\$60,353	54,603.16
1	1.2	Bilingual Instructional Support	Yes	\$95,743.00	39,287.79
1	1.3	Provide ESL Classes	Yes	\$28,070.00	28,071.00
1	1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	No	\$66,160.00	66,139.65
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	No	\$106,778.00	91,729.32
1	1.6	Bilingual Community Organizer	Yes	\$45,491	86,984.88
1	1.7	Senior Instructional Support	No	\$17,197.00	20,472.91
1	1.8	Purchase Instructional Materials	No	\$50,000.00	134,682.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	High School Equivalency Administration (HiSet)	No	\$14,705.00	19,385.60
1	1.10	Professional Staff Learning	No	\$20,000.00	8899.06
2	2.1	Career Technical Education Instruction	No	\$64,264.00	82,337.87
2	2.2	Comprehensive Student Support	No	\$55,326.00	66,883.09
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	\$37,078.00	36,161.91
2	2.4	Increase co-enrollment opportunities for Adult Students	No	\$37,190.00	38,249.65
2	2.5	Provide Childcare Services in our Early Care Classroom	No	\$111,002.00	110,267.40
2	2.6	Provide healthy food options	No	\$15,000.00	9,981.57
2	2.7	Enrichment Opportunities	No	\$25,000.00	9,389.67
3	3.1	Expand and improve CAC services	No	\$49,992.00	30,403.66
3	3.2	Implement Student Onboarding Process	No	\$45,491.00	86,984.88
3	3.3	Utilize Community Referral System to maximize community connections	No	\$45,274.00	50,455.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	No	\$45,274.00	50,455.82
3	3.5	Provide Student Outreach	Yes	\$12,194.00	17,385.99
3	3.6	Community Event Participation	No	\$89,491.00	20,330.59
3	3.7	Cross Department Collaboration	No	\$104,688.00	117,366.70

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
109,465	\$218,576.00	\$207,891.57	\$10,684.43	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Support	Yes	\$95,743.00	39,287.79		
1	1.3	Provide ESL Classes	Yes	\$28,070.00	28,071.00		
1	1.6	Bilingual Community Organizer	Yes	\$45,491.00	86,984.88		
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	\$37,078.00	36,161.91		
3	3.5	Provide Student Outreach	Yes	\$12,194.00	17,385.99		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,025,204	109,465		5.405%	\$207,891.57	0.000%	10.265%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## **Requirements and Instructions**

### **General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### **Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### *Purpose*

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).



- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**



For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)



[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### ***Purpose***

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

***Requirements and Instructions***

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## ***Total Planned Expenditures Table***

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## ***Annual Update Table***

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## ***Contributing Actions Annual Update Table***

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## ***Calculations in the Action Tables***

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**



- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2024



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

## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 13.3

**Board Meeting Date:** June 12, 2025

☐

Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Liann Reyes, Deputy Superintendent, Business Services

**SUBJECT:** Public Hearing: Santa Cruz County Office of Education 2025-2026 Budget

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### BACKGROUND

The Santa Cruz County Office of Education's 2025-2026 Budget is presented for public comment in accordance with EDC § 1620 et seq., 24103. Per California Education Code Section 52062(b)(2), the board shall receive the LCAP presentations prior to the presentation of the budget. A copy of the budget is available online at [sanacruzcoe.org](https://sanacruzcoe.org) and printed copies are available upon request.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

Open, conduct, and close the public hearing.

# **2025-26**

## **Proposed Budget for Adoption**



**June 12, 2025**

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Place: Board Room 400 Encinal Street  
Santa Cruz, CA 95060

Date: 6/12/2025

Time: 5:30 pm

Adoption Date: 6/26/25

Signed: \_\_\_\_\_

Clerk/Secretary of the County Board

(Original signature required)

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Contact person for additional information on the budget reports:

Name: Melissa Lopez

Title: Director, Fiscal Services

Telephone: (831) 466-5616

E-mail: mlopez@santacruzcoe.org

To update our mailing database, please complete the following:

Superintendent's  
Name: Dr. Faris Sabbah

Chief Business  
Official's Name: Liann Reyes

CBO's Title: Deputy Superintendent,  
Business Services

CBO's  
Telephone: (831) 466-5601

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.		X
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Management/supervisor/confidential? (Section S8C, Line 1)	X	
		• Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP	06/26/2025	
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	

A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

- A. STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	County Operations Grant ADA
3.0%	0 to 6,999
2.0%	7,000 to 59,999
1.0%	60,000 and over

County Office ADA (Form A, Estimated Funded ADA column, Line B5):

34,156

County Office County Operations Grant ADA Standard Percentage Level:

2.00%

### 1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.

County Operations Grant Funded ADA				
	Original Budget	Estimated/Unaudited Actuals	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Fiscal Year	(Form A, Line B5)			
Third Prior Year (2022-23)	33,557.14	33,539.69	0.05%	Met
Second Prior Year (2023-24)	33,287.63	33,843.06	N/A	Met
First Prior Year (2024-25)	34,133.00	34,424.67	N/A	Met

### 1A-2. Comparison of County Office County Operations Grant ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

- 1b. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

1. CRITERION: Average Daily Attendance (continued)

- B. STANDARD: Projected funded ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2022-23)	938.58	84.02	33,539.69	0.00
Second Prior Year (2023-24)	939.75	90.90	33,843.06	0.00
First Prior Year (2024-25)	905.98	97.79	34,424.67	0.00
Historical Average:	928.10	90.90	33,935.81	0.00

County Office's County Operated Programs ADA Standard:

Budget Year (2025-26)

(historical average plus 2%):

1st Subsequent Year (2026-27)

(historical average plus 4%):

2nd Subsequent Year (2027-28)

(historical average plus 6%):

946.67	92.72	34,614.52	0.00
965.23	94.54	35,293.24	0.00
983.79	96.36	35,971.96	0.00

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2025-26)	898.92	97.79	34,155.80	0.00
1st Subsequent Year (2026-27)	875.11	97.79	33,889.61	0.00
2nd Subsequent Year (2027-28)	867.30	97.79	33,626.09	0.00
Status:	Met	Not Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

District Funded County Programs ADA projected to remain flat in the subsequent years.

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's cost-of-living adjustment (COLA) plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target

Hold Harmless

Status: At Target

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
<b>I. LCFF Funding</b>					
a.	COE funded at Target LCFF				
a1.	County Operations Grant	8,481,901.00	8,650,342.00	8,710,198.00	8,770,607.00
a2.	Alternative Education Grant	19,405,146.00	18,131,992.00	17,743,470.00	17,746,598.00
b.	COE funded at Hold Harmless LCFF	N/A	N/A	N/A	N/A
b1.	County Operations Grant (informational only)	N/A	N/A	N/A	N/A
b2.	Alternative Education Grant (informational only)	N/A	N/A	N/A	N/A
c.	Charter Funded County Program				
c1.	LCFF Entitlement	1,466,666.00	1,466,666.00	1,566,667.00	166,667.00
d.	Total LCFF (Sum of a or b, and c)	29,353,713.00	28,249,000.00	28,020,335.00	26,683,872.00

II. County Operations Grant

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	34,424.67	34,155.80	33,889.61	33,626.09
b.	Prior Year ADA (Funded)		34,424.67	34,155.80	33,889.61
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		(268.87)	(266.19)	(263.52)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		-0.78%	-0.78%	-0.78%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	8,481,901.00	8,650,342.00	8,710,198.00
b1.	COLA percentage	2.3%	1.0%	1.0%
b2.	COLA amount (proxy for purposes of this criterion)	195,083.72	86,503.42	87,101.98
c.	Total Change (Step 2b2)	195,083.72	86,503.42	87,101.98
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.30%	1.00%	1.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	1.52%	0.22%	0.22%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	30.62%	31.09%	32.87%
c.	Weighted Percent change (Step 3a x Step 3b)	0.47%	0.07%	0.07%

III. Alternative Education Grant

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	905.98	898.92	875.11
b.	Prior Year ADA (Funded)	905.98	898.92	875.11
c.	Difference (Step 1a minus Step 1b)	(7.06)	(23.81)	(7.81)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	-0.78%	-2.65%	-0.89%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	19,405,146.00	18,131,992.00	17,743,470.00
b1.	COLA percentage (Section II-Step 2b1)	2.30%	1.00%	1.00%
b2.	COLA amount (proxy for purposes of this criterion)	446,318.36	181,319.92	177,434.70
c.	Total Change (Step 2b2)	446,318.36	181,319.92	177,434.70
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.30%	1.00%	1.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	1.52%	-1.65%	0.11%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	64.19%	63.32%	66.51%
c.	Weighted Percent change (Step 3a x Step 3b)	0.98%	-1.04%	0.07%

IV. Charter Funded County Program

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, line C3f)	0.00	0	0.00
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	1,466,666.00	1,466,666.00	1,566,667.00
b1.	COLA percentage	0.00%	0.00%	0.00%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	5.19%	5.59%	0.62%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Total weighted percent change (Step 3c in sections II, III and IV)	1.44%	-0.98%	0.14%
LCFF Revenue Standard (line V-a, plus/minus 1%):	0.44% to 2.44%	-1.98% to 0.02%	-0.86% to 1.14%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected local property taxes (Form 01, Objects 8021 - 8089)	15,445,101.92	15,442,010.00	15,442,010.00	15,442,010.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	38,662,075.00	37,557,362.00	37,128,697.00	37,292,234.00
County Office's Projected Change in LCFF Revenue:		-2.86%	-1.14%	0.44%
Standard:		0.44% to 2.44%	-1.98% to 0.02%	-0.86% to 1.14%
Status:		Not Met	Met	Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation  
(required if NOT met)

LCFF Revenue projections for the budget and subsequent years assume 49.99% Unduplicated Pupil Percentage (UPP) for County funded Non-Juvenile Court ADA. LCFF Revenue projections will be updated to reflect UPP after Census Day and will be reflected in future interim reports.

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County Office's Change in Funding Level (Criterion 2C):	-2.86%	-1.14%	0.44%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-7.86% to 2.14%	-6.14% to 3.86%	-4.56% to 5.44%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000- 3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	52,134,770.92		
Budget Year (2025-26)	56,878,788.89	9.10%	Not Met
1st Subsequent Year (2026-27)	54,569,678.94	(4.06%)	Met
2nd Subsequent Year (2027-28)	55,411,840.24	1.54%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of salary and benefit costs to total expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:

(required if NOT met)

First Prior Year (2024-25) salary and benefit budgets have been adjusted to reflect salary savings from position vacancies that are not anticipated to be filled during the remainder of the fiscal year. Budget Year (2025-26) and both subsequent years include the full costs related to all vacant positions being filled for the full fiscal year(s). Additionally, all bargaining units have settled negotiations for Budget Year (2025-26) and those costs have been incorporated into the Budget Year; Public Disclosures for negotiated settlements will be presented at the June 26, 2025 Board meeting.

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County Office's Change in Funding Level (Criterion 2C):	-2.86%	-1.14%	0.44%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-12.86% to 7.14%	-11.14% to 8.86%	-9.56% to 10.44%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-7.86% to 2.14%	-6.14% to 3.86%	-4.56% to 5.44%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2024-25)	7,780,814.76		
Budget Year (2025-26)	6,139,449.77	-21.10%	Yes
1st Subsequent Year (2026-27)	6,019,281.00	-1.96%	No
2nd Subsequent Year (2027-28)	6,019,281.00	0.00%	No

Explanation:

(required if Yes)

Significant changes to Federal Revenue are anticipated in the budget year related to grants and/or one-time restricted funds that are ending or changing. Adjustments from the first prior year (2024-25) and budget year (2025-26) reflect changes including but not limited to Elementary and Secondary School Emergency Relief Funds (ESSER III), Comprehensive Support and Improvement (CSI), Substance Abuse and Mental Health Services (SAHMSA) "Panetta" and CalWELL, Title I, Education for Homeless Children & Youth (EHCY), American Rescue Plan (ARP), and National Oceanic and Atmospheric Administration (NOAA)'s Bay Watershed Education & Training (B-WET) grant.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2024-25)	18,948,617.37		
Budget Year (2025-26)	18,303,007.53	-3.41%	No
1st Subsequent Year (2026-27)	14,758,090.00	-19.37%	Yes
2nd Subsequent Year (2027-28)	15,257,996.00	3.39%	No

Explanation:

(required if Yes)

Changes in State Revenue from the first prior year (2024-25) to the budget and subsequent years are related to updated estimates for one-time, multi-year grant awards that are ending or changing. Adjustments from first prior year and budget and subsequent years reflect changes including but not limited to CA Apprenticeship Initiative (CAI) for Dental Assisting and Building Trades Pre-Apprenticeship (BTPA), CA Community School Partnership Program (CSPP) County Technical Assistance, CA Teacher Residency Programs, In-Person Instruction (IPI), Tobacco Use Prevention Education (TUPE), Universal Pre-K (UPK), Capacity grants and Special Education funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2024-25)	16,489,963.09		
Budget Year (2025-26)	12,414,550.38	-24.71%	Yes
1st Subsequent Year (2026-27)	8,352,342.00	-32.72%	Yes
2nd Subsequent Year (2027-28)	8,352,342.00	0.00%	No

Explanation:

(required if Yes)

Changes in Local Revenue from the first prior year (2024-25) to the budget year and subsequent years reflect the conclusion of many one-time, multi-year grants related to Wellness Centers and Behavioral Health Billing, CalHOPE, and Mental Health Student Services Act (MHSSA) grant. The first prior year includes the reversing entry for the 2023-24 Fair Market Value (FMV) adjustment as required by GASB 31 and is not included in the budget or subsequent years. Additionally, revenue for School Based Medi-Cal Administrative Activities (SMAA) and LEA Billing Option Program (BOP) are not included in the budget or subsequent years; SMAA and LEA BOP revenues will be reflected in future Interim reports.



**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)**

First Prior Year (2024-25)	2,559,433.35		
Budget Year (2025-26)	2,998,320.11	17.15%	Yes
1st Subsequent Year (2026-27)	2,518,771.98	-15.99%	Yes
2nd Subsequent Year (2027-28)	2,186,734.50	-13.18%	Yes

**Explanation:**

(required if Yes)

Books and supplies in the first prior year have been adjusted to more closely align with anticipated programmatic need through the end of the fiscal year. Budget year reflects anticipated programmatic needs and subsequent years reflect decreases correlating with decreased Federal, State, and Local revenues.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2024-25)	14,639,366.09		
Budget Year (2025-26)	15,796,389.07	7.90%	Yes
1st Subsequent Year (2026-27)	10,525,912.49	-33.37%	Yes
2nd Subsequent Year (2027-28)	10,289,077.50	-2.25%	No

**Explanation:**

(required if Yes)

Services and Other Operating Expenditures in the first prior year have been adjusted to more closely align with programmatic need through the end of the fiscal year. Budget year reflects anticipated programmatic need and subsequent years reflect decreases correlating with decreased Federal and State grants, primarily related to the conclusion/completion of funding relating to Wellness Centers, Wellness Coaches, and Capacity grants to support Multi-Payer Fee Scheduling billing planning and implementation.

**4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

**Total Federal, Other State, and Other Local Revenue (Section 4B)**

First Prior Year (2024-25)	43,219,395.22		
Budget Year (2025-26)	36,857,007.68	-14.72%	Not Met
1st Subsequent Year (2026-27)	29,129,713.00	-20.97%	Not Met
2nd Subsequent Year (2027-28)	29,629,619.00	1.72%	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)**

First Prior Year (2024-25)	17,198,799.44		
Budget Year (2025-26)	18,794,709.18	9.28%	Not Met
1st Subsequent Year (2026-27)	13,044,684.47	-30.59%	Not Met
2nd Subsequent Year (2027-28)	12,475,812.00	-4.36%	Met

**4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4B above and will also display in the explanation box below.

**Explanation:**

Federal Revenue  
(linked from 4B  
if NOT met)

Significant changes to Federal Revenue are anticipated in the budget year related to grants and/or one-time restricted funds that are ending or changing. Adjustments from the first prior year (2024-25) and budget year (2025-26) reflect changes including but not limited to Elementary and Secondary School Emergency Relief Funds (ESSER III), Comprehensive Support and Improvement (CSI), Substance Abuse and Mental Health Services (SAHMSA) "Panetta" and CalWELL, Title I, Education for Homeless Children & Youth (EHCY), American Rescue Plan (ARP), and National Oceanic and Atmospheric Administration (NOAA)'s Bay Watershed Education & Training (B-WET) grant.

**Explanation:**

Other State Revenue  
  
(linked from 4B  
if NOT met)

Changes in State Revenue from the first prior year (2024-25) to the budget and subsequent years are related to updated estimates for one-time, multi-year grant awards that are ending or changing. Adjustments from first prior year and budget and subsequent years reflect changes including but not limited to CA Apprenticeship Initiative (CAI) for Dental Assisting and Building Trades Pre-Apprenticeship (BTPA), CA Community School Partnership Program (CSPP) County Technical Assistance, CA Teacher Residency Programs, In-Person Instruction (IPI), Tobacco Use Prevention Education (TUPE), Universal Pre-K (UPK), Capacity grants and Special Education funding.

**Explanation:**

Other Local Revenue  
  
(linked from 4B  
if NOT met)

Changes in Local Revenue from the first prior year (2024-25) to the budget year and subsequent years reflect the conclusion of many one-time, multi-year grants related to Wellness Centers and Behavioral Health Billing, CalHOPE, and Mental Health Student Services Act (MHSSA) grant. The first prior year includes the reversing entry for the 2023-24 Fair Market Value (FMV) adjustment as required by GASB 31 and is not included in the budget or subsequent years. Additionally, revenue for School Based Medi-Cal Administrative Activities (SMAA) and LEA Billing Option Program (BOP) are not included in the budget or subsequent years; SMAA and LEA BOP revenues will be reflected in future Interim reports.

- 1b. STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

**Explanation:**

Books and Supplies  
  
(linked from 4B  
if NOT met)

Books and supplies in the first prior year have been adjusted to more closely align with anticipated programmatic need through the end of the fiscal year. Budget year reflects anticipated programmatic needs and subsequent years reflect decreases correlating with decreased Federal, State, and Local revenues.

**Explanation:**

Services and Other Exps  
  
(linked from 4B  
if NOT met)

Services and Other Operating Expenditures in the first prior year have been adjusted to more closely align with programmatic need through the end of the fiscal year. Budget year reflects anticipated programmatic need and subsequent years reflect decreases correlating with decreased Federal and State grants, primarily related to the conclusion/completion of funding relating to Wellness Centers, Wellness Coaches, and Capacity grants to support Multi-Payer Fee Scheduling billing planning and implementation.

5. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	37,419,515.06	1,122,585.45	1,200,000.00	Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Explanation:

(required if NOT met and Other is marked)

Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)

Other (explanation must be provided)

**6. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup>, in two out of three prior fiscal years.

**6A. Calculating the County Office's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. County Office's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	3,104,802.11	3,371,126.25	3,615,620.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, foreach of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	3,104,802.11	3,371,126.25	3,615,620.00
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	59,318,677.62	71,394,392.61	75,733,642.94
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	12,154,458.42	9,883,385.60	7,725,209.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	71,473,136.04	81,277,778.21	83,458,851.94
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	4.30%	4.10%	4.30%
<b>County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>1.40%</b>	<b>1.40%</b>	<b>1.40%</b>

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

<sup>2</sup> A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	692,320.62	27,131,589.66	N/A	Met
Second Prior Year (2023-24)	(1,453,893.12)	35,919,744.27	4.00%	Not Met
First Prior Year (2024-25)	1,615,484.13	35,076,574.64	N/A	Met
Budget Year (2025-26) (Information only)	(3,863,267.05)	37,419,515.06		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**  
(required if NOT met)

Second Prior Year (2023-24) Unrestricted Ending Fund Balance reflects the required Cash-In-County Fair Market Value (FMV) GASB 31 adjustment equivalent to (\$1,047,495.19); if this entry were not required by Santa Cruz COE's audit team, the net change in the Unrestricted Fund Balance would have been (\$406,397.93) and 1.01% which is within the standard.

7. CRITERION: Fund and Cash Balances

- A. STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	County Office Total Expenditures and Other Financing Uses <sup>2</sup>	
1.7%	0	to \$7,735,999
1.3%	\$7,736,000	to \$19,343,999
1.0%	\$19,344,000	to \$87,045,000
0.7%	\$87,045,001	and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

<sup>2</sup> A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

80,966,816.25

County Office's Fund Balance Standard Percentage Level:

1.00%

7A-1. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

- a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223):	6,446,965.00		

7A-2. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2022-23)	27,447,823.74	27,970,161.96	N/A	Met
Second Prior Year (2023-24)	28,811,980.10	28,662,482.58	.5%	Met
First Prior Year (2024-25)	28,178,198.12	27,208,589.46	3.4%	Not Met
Budget Year (2025-26) (Information only)	28,824,073.59			

<sup>3</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7A-3. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

First Prior Year (2024-25) Original Budget did not include estimate for GASB 31 Fair Market Value adjustment, entry is recorded at Unaudited Actuals as required by Santa Cruz COE' audit team.

B. Cash Balance Standard: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance	
	County School Service Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)	35,546,667.46	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)



**8. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses<sup>2</sup>:

Percentage Level <sup>3</sup>	County Office Total Expenditures and Other Financing Uses <sup>3</sup>	
5% or \$88,000 (greater of)	0	to \$7,735,999
4% or \$387,000 (greater of)	\$7,736,000	to \$19,343,999
3% or \$774,000 (greater of)	\$19,344,000	to \$87,045,000
2% or \$2,611,000 (greater of)	\$87,045,001	and over

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

<sup>2</sup> A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

<sup>3</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	80,966,816.25	72,735,681.90	73,073,970.77
<b>County Office's Reserve Standard Percentage Level:</b>	<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>

**8A. Calculating the County Office's Reserve Standard**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	80,966,816.25	72,735,681.90	73,073,970.77
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	6,446,965.00		
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	80,966,816.25	72,735,681.90	73,073,970.77
4. Reserve Standard Percentage Level	3.00%	3.00%	3.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	2,429,004.49	2,182,070.46	2,192,219.12
6. Reserve Standard - by Amount (From percentage level chart above)	774,000.00	774,000.00	774,000.00
7. <b>County Office's Reserve Standard</b> <b>(Greater of Line A5 or Line A6)</b>	<b>2,429,004.49</b>	<b>2,182,070.46</b>	<b>2,192,219.12</b>

**8B. Calculating the County Office's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	22,155,138.59	18,555,192.59
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	3,765,620.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	3,765,620.00	22,155,138.59	18,555,192.59
9. County Office's Budgeted Reserve Percentage (Information only ) (Line 8 divided by Section 8A, Line 3)	4.65%	30.46%	25.39%
<b>County Office's Reserve Standard (Section 8A, Line 7):</b>	<b>2,429,004.49</b>	<b>2,182,070.46</b>	<b>2,192,219.12</b>
Status:	Met	Met	Met

**8C. Comparison of County Office Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**SUPPLEMENTAL INFORMATION**

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

Yes

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

Santa Cruz COE transitioned from Hold Harmless to Target funded in fiscal year 2023-24 and anticipates the need to utilize fund balance to cover increased employer contribution related to CalPERS, CalSTRS, and health & welfare premiums. Budget year 2025-26 anticipates contributions to support New Teacher Project, Workforce Development Department (Suenos program), Tier II Credentialing, as well as Career Technical Education magnet classes and adult certification programs. Santa Cruz COE will continue to monitor County Alternative Education enrollment/ADA/program offerings and continue to explore other funding opportunities to further limit deficit spending in subsequent years.

**S3. Use of Ongoing Revenues for One-time Expenditures**

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20, 000  
to +\$20, 000

**S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2024-25)	(2,112,719.15)			
Budget Year (2025-26)	(2,076,022.01)	(36,697.14)	(1.7%)	Met
1st Subsequent Year (2026-27)	(1,923,886.00)	(152,136.01)	(7.3%)	Met
2nd Subsequent Year (2027-28)	(1,923,886.00)	0.00	0.0%	Met
<b>1b. Transfers In, County School Service Fund *</b>				
First Prior Year (2024-25)	55,441.43			
Budget Year (2025-26)	0.00	(55,441.43)	(100.0%)	Not Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, County School Service Fund *</b>				
First Prior Year (2024-25)	1,587,582.87			
Budget Year (2025-26)	1,230,000.00	(357,582.87)	(22.5%)	Not Met
1st Subsequent Year (2026-27)	1,230,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	1,230,000.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the county school service fund operational budget?

No

\* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

**S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**

(required if NOT met)

- 1b. NOT MET - The projected transfers in to the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timelines, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

First prior year included a one-time transfer from Fund 56 to Fd 01. During the 2023-24 year end closing, a transfer from Fd 01 to Fd 56 was processed in excess of the amount needed. The excess funds were then transferred back to Fd 01. Additionally, a one-time transfer from Fd 01 to Fd 35 in the amount of \$331,535.49 is included in the first prior year in preparation of upcoming upfront project costs.

- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

Budget and subsequent years include ongoing transfers from Fd 01 to Fd 13 (Cafeteria) for \$30,000 to cover the shortfall in Federal and State meal reimbursements. Additionally, ongoing transfers in the budget and subsequent years reflect \$1.2M in Redevelopment Agency (RDA) revenues transfers from Fd 0 to Fd 40 (Capital Projects).

- 1d. NO - There are no capital projects that may impact the county school service fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. <sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the County Office's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?

(If No, skip item 2 and sections S6B and S6C)

No

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2025
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	General Fund	Salary Obj 2xxx and Benefits Obj 3xxx	736,431

Other Long-term Commitments (do not include OPEB):

TOTAL:				736,431

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)	(2027-28)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2024-25)?	No	No	No	No

---

**S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment**

---

DATA ENTRY: Enter an explanation if Yes.

- 1a. NO - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**  
(required if Yes to increase  
in total annual payments)

---

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

N/A

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)



**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

2. For the county office's OPEB:

- a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund

Self-Insurance Fund

Government Fund

0

0

4. OPEB Liabilities

- a. Total OPEB liability

8,877,840.00

- b. OPEB plan(s) fiduciary net position (if applicable)

12,064,358.00

- c. Total/Net OPEB liability (Line 4a minus Line 4b)

(3,186,518.00)

- d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

Actuarial

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Jun 30, 2024

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

Method

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

1,348,503.57

1,265,940.00

1,350,624.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

120.00

120.00

120.00

- d. Number of retirees receiving OPEB benefits

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1

Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"

No
- 2

Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs

0.00
- b. Unfunded liability for self-insurance programs

0.00

4. Self-Insurance Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs	0.00	0.00	0.00
b. Amount contributed (funded) for self-insurance programs	0.00	0.00	0.00

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

**S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	96.10	90.40	89.82	89.32

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date: Jul 01, 2025

End Date:

4. Salary settlement:

Budget Year  
(2025-26)

1st Subsequent Year  
(2026-27)

2nd Subsequent Year  
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes

Yes

Yes

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

5.0%

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)

6.	Amount included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	7.0%	7.0%	7.0%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

No		

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

**Certificated (Non-management) Step and Column Adjustments**

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	1.3%	1.3%	1.3%

**Certificated (Non-management) Attrition (layoffs and retirements)**

1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified (non-management) FTE positions	173	173	165	165

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Jun 26, 2025

3. Period covered by the agreement:

Begin Date:

Jul 01, 2025

End  
Date:

Jun 30, 2025

4. Salary settlement:

Budget Year  
(2025-26)

1st Subsequent Year  
(2026-27)

2nd Subsequent Year  
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes

Yes

Yes

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

5.0%

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

Budget Year  
(2025-26)

1st Subsequent Year  
(2026-27)

2nd Subsequent Year  
(2027-28)

6. Amount included for any tentative salary schedule increases

**Classified (Non-management) Health and Welfare (H&W) Benefits**

Budget Year  
(2025-26)

1st Subsequent Year  
(2026-27)

2nd Subsequent Year  
(2027-28)

1. Are costs of H&W benefit changes included in the budget and MYPs?  
2. Total cost of H&W benefits  
3. Percent of H&W cost paid by employer  
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

7.0%

7.0%

7.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

Classified (Non-management) Step and Column Adjustments	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	1.2%	1.2%	1.2%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	48.8	51.8	49.8	49.8

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes
5.0%		

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

--

4. Amount included for any tentative salary schedule increases

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?  
2. Total cost of H&W benefits  
3. Percent of H&W cost paid by employer  
4. Percent projected change in H&W cost over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes
7.0%	7.0%	7.0%

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?  
2. Cost of step & column adjustments  
3. Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.0%	1.0%	1.0%

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?  
2. Total cost of other benefits  
3. Percent change in cost of other benefits over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes
7.0%	7.0%	7.0%



**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 26, 2025

**S10. LCAP Expenditures**

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

<b>A1.</b>	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
<b>A2.</b>	Is the system of personnel position control independent from the payroll system?	No
<b>A3.</b>	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	No
<b>A4.</b>	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
<b>A5.</b>	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	Yes
<b>A6.</b>	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
<b>A7.</b>	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
<b>A8.</b>	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

Santa Cruz COE settled with all bargaining units to receive a 5% on schedule increase; as of May Revise the COLA is projected at 2.3%.

**End of County Office Budget Criteria and Standards Review**

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

This county office of education is self-insured for workers' compensation claims through a JPA, and offers the following information:

☒ This county office of education is not self-insured for workers' compensation claims.

Signed \_\_\_\_\_ Date of Meeting: 6/26/2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

For additional information on this certification, please contact:

Name: Melissa Lopez

Title: Director, Fiscal Services

Telephone: (831) 466-5616

E-mail: mlopez@santacruzcoe.org

# Fund 01

## County School Service Fund

**The chief operating fund for all Local Education Agencies (LEAs), used to account for the ordinary operations of an LEA. All transactions except those accounted for in another fund are accounted for in this fund.**



			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	29,353,713.00	9,108,362.00	38,462,075.00	28,249,000.00	9,108,362.00	37,357,362.00	-2.9%
2) Federal Revenue		8100-8299	4,280,598.29	3,500,216.47	7,780,814.76	4,000,000.00	2,139,449.77	6,139,449.77	-21.1%
3) Other State Revenue		8300-8599	312,412.45	18,636,204.92	18,948,617.37	327,855.00	17,975,152.53	18,303,007.53	-3.4%
4) Other Local Revenue		8600-8799	4,802,612.75	11,687,350.34	16,489,963.09	3,055,415.02	9,359,135.36	12,414,550.38	-24.7%
5) TOTAL, REVENUES			38,749,336.49	42,932,133.73	81,681,470.22	35,632,270.02	38,582,099.66	74,214,369.68	-9.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	6,226,830.70	8,568,533.80	14,795,364.50	6,913,902.04	8,249,750.18	15,163,652.22	2.5%
2) Classified Salaries		2000-2999	9,490,568.40	8,274,561.62	17,765,130.02	10,532,633.89	9,163,281.67	19,695,915.56	10.9%
3) Employee Benefits		3000-3999	8,742,018.11	10,832,258.29	19,574,276.40	10,137,168.91	11,882,052.20	22,019,221.11	12.5%
4) Books and Supplies		4000-4999	1,847,593.18	711,840.17	2,559,433.35	1,964,363.05	1,033,957.06	2,998,320.11	17.1%
5) Services and Other Operating Expenditures		5000-5999	5,990,436.05	8,648,930.04	14,639,366.09	6,011,655.49	9,784,733.58	15,796,389.07	7.9%
6) Capital Outlay		6000-6999	429,762.35	253,078.98	682,841.33	172,000.00	50,000.00	222,000.00	-67.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	4,280,598.29	0.00	4,280,598.29	4,000,000.00	0.00	4,000,000.00	-6.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,318,012.08)	2,167,062.17	(150,949.91)	(2,342,208.32)	2,183,526.50	(158,681.82)	5.1%
9) TOTAL, EXPENDITURES			34,689,795.00	39,456,265.07	74,146,060.07	37,389,515.06	42,347,301.19	79,736,816.25	7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,059,541.49	3,475,868.66	7,535,410.15	(1,757,245.04)	(3,765,201.53)	(5,522,446.57)	-173.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	55,441.43	0.00	55,441.43	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	386,779.64	1,200,803.23	1,587,582.87	30,000.00	1,200,000.00	1,230,000.00	-22.5%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,112,719.15)	2,112,719.15	0.00	(2,076,022.01)	2,076,022.01	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,444,057.36)	911,915.92	(1,532,141.44)	(2,106,022.01)	876,022.01	(1,230,000.00)	-19.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,615,484.13	4,387,784.58	6,003,268.71	(3,863,267.05)	(2,889,179.52)	(6,752,446.57)	-212.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%
2) Ending Balance, June 30 (E + F1e)			28,824,073.59	13,746,130.48	42,570,204.07	24,960,806.54	10,856,950.96	35,817,757.50	-15.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,746,130.48	13,746,130.48	0.00	10,856,950.96	10,856,950.96	-21.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	28,824,073.59	0.00	28,824,073.59	24,960,806.54	0.00	24,960,806.54	-13.4%
Alternative Education Programs	0000	9780	3,724,478.41		3,724,478.41			0.00	
Differentiated Assistance	0000	9780	767,541.78		767,541.78			0.00	
Educational & Administrative Operations	0000	9780	16,400,557.01		16,400,557.01			0.00	
MAA Programs	0000	9780	1,036,785.61		1,036,785.61			0.00	
Mandated Cost Program	0000	9780	2,549,708.32		2,549,708.32			0.00	
Safety Program	0000	9780	61,316.07		61,316.07			0.00	
SMAA Admin	0000	9780	3,103,434.18		3,103,434.18			0.00	
Special Projects	0000	9780	200,000.00		200,000.00			0.00	
Fund 01 Lottery	1100	9780	980,252.21		980,252.21			0.00	
Alternative Education Programs	0000	9780			0.00	2,237,529.88		2,237,529.88	
Differentiated Assistance	0000	9780			0.00	793,419.59		793,419.59	
Educational & Administrative Operations	0000	9780			0.00	13,658,096.28		13,658,096.28	
MAA Programs	0000	9780			0.00	960,333.87		960,333.87	
Mandated Cost Program	0000	9780			0.00	2,652,620.32		2,652,620.32	
Safety Program	0000	9780			0.00	47,452.07		47,452.07	
SMAA Admin	0000	9780			0.00	3,285,891.97		3,285,891.97	
Special Projects	0000	9780			0.00	200,000.00		200,000.00	
Fund 01 Lottery	1100	9780			0.00	1,125,462.56		1,125,462.56	
e) Unassigned/Unappropriated									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	44,873,537.20	(19,602.58)	44,853,934.62				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	54,319.05	54,319.05				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	638,637.66	1,609,364.99	2,248,002.65				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	82,816.31	0.00	82,816.31				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			45,594,991.17	1,644,081.46	47,239,072.63				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	2,943,568.91	62,448.21	3,006,017.12				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			2,943,568.91	62,448.21	3,006,017.12				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(G10 + H2) - (I6 + J2)			42,651,422.26	1,581,633.25	44,233,055.51				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	19,916,921.08	0.00	19,916,921.08	18,832,309.00	0.00	18,832,309.00	-5.4%
Education Protection Account State Aid - Current Year		8012	3,300,052.00	0.00	3,300,052.00	3,283,043.00	0.00	3,283,043.00	-0.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	62,611.00	0.00	62,611.00	62,611.00	0.00	62,611.00	0.0%
Timber Yield Tax		8022	7,784.00	0.00	7,784.00	7,784.00	0.00	7,784.00	0.0%
Other Subventions/In-Lieu Taxes		8029	805.00	0.00	805.00	805.00	0.00	805.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	13,269,318.00	0.00	13,269,318.00	13,269,318.00	0.00	13,269,318.00	0.0%
Unsecured Roll Taxes		8042	282,038.00	0.00	282,038.00	282,038.00	0.00	282,038.00	0.0%
Prior Years' Taxes		8043	32,219.00	0.00	32,219.00	32,219.00	0.00	32,219.00	0.0%
Supplemental Taxes		8044	143,444.00	0.00	143,444.00	143,444.00	0.00	143,444.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	540,458.00	0.00	540,458.00	540,458.00	0.00	540,458.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	1,103,333.00	0.00	1,103,333.00	1,103,333.00	0.00	1,103,333.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	2,875.31	0.00	2,875.31	0.00	0.00	0.00	-100.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	216.61	0.00	216.61	0.00	0.00	0.00	-100.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			38,662,075.00	0.00	38,662,075.00	37,557,362.00	0.00	37,557,362.00	-2.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(200,000.00)		(200,000.00)	(200,000.00)		(200,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(9,108,362.00)	9,108,362.00	0.00	(9,108,362.00)	9,108,362.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			29,353,713.00	9,108,362.00	38,462,075.00	28,249,000.00	9,108,362.00	37,357,362.00	-2.9%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education Entitlement		8181	0.00	431,550.00	431,550.00	0.00	431,798.00	431,798.00	0.1%
Special Education Discretionary Grants		8182	0.00	102,680.33	102,680.33	0.00	102,304.00	102,304.00	-0.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	4,280,598.29	0.00	4,280,598.29	4,000,000.00	0.00	4,000,000.00	-6.6%
Title I, Part A, Basic	3010	8290		395,577.43	395,577.43		304,035.00	304,035.00	-23.1%
Title I, Part D, Local Delinquent Programs	3025	8290		182,496.76	182,496.76		175,193.00	175,193.00	-4.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		25,552.00	25,552.00		25,552.00	25,552.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		486,583.99	486,583.99		224,550.60	224,550.60	-53.9%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,875,775.96	1,875,775.96	0.00	876,017.17	876,017.17	-53.3%
TOTAL, FEDERAL REVENUE			4,280,598.29	3,500,216.47	7,780,814.76	4,000,000.00	2,139,449.77	6,139,449.77	-21.1%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		5,253,470.02	5,253,470.02		6,560,857.93	6,560,857.93	24.9%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	794,415.34	794,415.34	0.00	925,450.01	925,450.01	16.5%
All Other State Apportionments - Prior Years	All Other	8319	0.00	1,260.00	1,260.00	0.00	0.00	0.00	-100.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	111,712.00	0.00	111,712.00	111,712.00	0.00	111,712.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	183,408.95	83,856.50	267,265.45	200,000.00	18,000.00	218,000.00	-18.4%
Tax Relief Subventions									
Restricted Levies - Other									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		271,517.94	271,517.94		194,694.31	194,694.31	-28.3%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		126,679.00	126,679.00		110,367.00	110,367.00	-12.9%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	17,291.50	12,105,006.12	12,122,297.62	16,143.00	10,165,783.28	10,181,926.28	-16.0%
TOTAL, OTHER STATE REVENUE			312,412.45	18,636,204.92	18,948,617.37	327,855.00	17,975,152.53	18,303,007.53	-3.4%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	1,200,803.23	1,200,803.23	0.00	1,200,000.00	1,200,000.00	-0.1%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,804,386.00	0.00	1,804,386.00	1,500,000.00	0.00	1,500,000.00	-16.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,047,495.19	0.00	1,047,495.19	0.00	0.00	0.00	-100.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,616,227.32	8,045,420.16	9,661,647.48	1,409,279.02	6,879,127.55	8,288,406.57	-14.2%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	334,504.24	2,441,126.95	2,775,631.19	146,136.00	1,280,007.81	1,426,143.81	-48.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,802,612.75	11,687,350.34	16,489,963.09	3,055,415.02	9,359,135.36	12,414,550.38	-24.7%
TOTAL, REVENUES			38,749,336.49	42,932,133.73	81,681,470.22	35,632,270.02	38,582,099.66	74,214,369.68	-9.1%
CERTIFICATED SALARIES									

Budget, July 1  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Certificated Teachers' Salaries		1100	3,111,952.67	5,210,946.08	8,322,898.75	3,154,695.31	5,141,880.78	8,296,576.09	-0.3%
Certificated Pupil Support Salaries		1200	288,501.44	1,222,727.10	1,511,228.54	470,936.43	1,278,167.37	1,749,103.80	15.7%
Certificated Supervisors' and Administrators' Salaries		1300	2,582,390.76	1,394,607.70	3,976,998.46	3,059,439.29	1,475,084.34	4,534,523.63	14.0%
Other Certificated Salaries		1900	243,985.83	740,252.92	984,238.75	228,831.01	354,617.69	583,448.70	-40.7%
TOTAL, CERTIFICATED SALARIES			6,226,830.70	8,568,533.80	14,795,364.50	6,913,902.04	8,249,750.18	15,163,652.22	2.5%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	731,271.54	3,851,265.47	4,582,537.01	720,555.08	4,291,024.89	5,011,579.97	9.4%
Classified Support Salaries		2200	1,437,170.25	2,401,791.20	3,838,961.45	1,328,265.36	2,594,662.30	3,922,927.66	2.2%
Classified Supervisors' and Administrators' Salaries		2300	2,563,056.74	805,604.65	3,368,661.39	2,845,822.28	994,030.78	3,839,853.06	14.0%
Clerical, Technical and Office Salaries		2400	4,666,444.95	801,437.73	5,467,882.68	5,542,195.17	891,424.72	6,433,619.89	17.7%
Other Classified Salaries		2900	92,624.92	414,462.57	507,087.49	95,796.00	392,138.98	487,934.98	-3.8%
TOTAL, CLASSIFIED SALARIES			9,490,568.40	8,274,561.62	17,765,130.02	10,532,633.89	9,163,281.67	19,695,915.56	10.9%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	1,131,444.81	2,578,734.51	3,710,179.32	1,263,303.65	2,675,887.68	3,939,191.33	6.2%
PERS		3201-3202	2,333,575.61	2,179,382.10	4,512,957.71	2,755,227.91	2,449,872.51	5,205,100.42	15.3%
OASDI/Medicare/Alternative		3301-3302	780,119.63	782,912.10	1,563,031.73	873,550.08	820,704.88	1,694,254.96	8.4%
Health and Welfare Benefits		3401-3402	3,636,747.22	4,352,505.50	7,989,252.72	4,302,859.92	4,992,745.51	9,295,605.43	16.4%
Unemployment Insurance		3501-3502	7,393.69	7,955.53	15,349.22	8,340.89	8,397.95	16,738.84	9.1%
Workers' Compensation		3601-3602	278,953.99	299,559.06	578,513.05	312,528.04	310,461.21	622,989.25	7.7%
OPEB, Allocated		3701-3702	573,783.16	631,209.49	1,204,992.65	621,358.42	623,982.46	1,245,340.88	3.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			8,742,018.11	10,832,258.29	19,574,276.40	10,137,168.91	11,882,052.20	22,019,221.11	12.5%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	46,974.34	69,741.85	116,716.19	96,000.00	137,800.00	233,800.00	100.3%
Books and Other Reference Materials		4200	64,213.12	68,132.84	132,345.96	101,076.00	31,500.50	132,576.50	0.2%
Materials and Supplies		4300	959,633.36	453,538.86	1,413,172.22	902,279.52	536,994.56	1,439,274.08	1.8%
Noncapitalized Equipment		4400	776,772.36	120,426.62	897,198.98	865,007.53	327,662.00	1,192,669.53	32.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,847,593.18	711,840.17	2,559,433.35	1,964,363.05	1,033,957.06	2,998,320.11	17.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	396,937.02	396,937.02	0.00	1,186,793.75	1,186,793.75	199.0%
Travel and Conferences		5200	349,128.23	344,340.97	693,469.20	385,958.68	243,375.91	629,334.59	-9.2%
Dues and Memberships		5300	76,698.00	11,487.00	88,185.00	85,715.00	8,111.00	93,826.00	6.4%

Budget, July 1  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Insurance		5400 - 5450	165,384.20	500.00	165,884.20	366,420.33	500.00	366,920.33	121.2%
Operations and Housekeeping Services		5500	423,776.13	34,638.50	458,414.63	412,465.00	36,858.50	449,323.50	-2.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	694,450.47	1,421,572.97	2,116,023.44	815,749.00	1,682,790.75	2,498,539.75	18.1%
Transfers of Direct Costs		5710	(138,190.74)	138,190.74	0.00	(144,970.00)	144,970.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(17,924.00)	0.00	(17,924.00)	(12,424.00)	(5,700.00)	(18,124.00)	1.1%
Professional/Consulting Services and Operating Expenditures		5800	4,184,536.29	6,263,837.79	10,448,374.08	3,949,067.60	6,457,559.31	10,406,626.91	-0.4%
Communications		5900	252,577.47	37,425.05	290,002.52	153,673.88	29,474.36	183,148.24	-36.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,990,436.05	8,648,930.04	14,639,366.09	6,011,655.49	9,784,733.58	15,796,389.07	7.9%
<b>CAPITAL OUTLAY</b>									
Land		6100	12,184.82	0.00	12,184.82	0.00	0.00	0.00	-100.0%
Land Improvements		6170	9,360.00	0.00	9,360.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	74,150.00	0.00	74,150.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	334,067.53	253,078.98	587,146.51	172,000.00	50,000.00	222,000.00	-62.2%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			429,762.35	253,078.98	682,841.33	172,000.00	50,000.00	222,000.00	-67.5%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	4,280,598.29	0.00	4,280,598.29	4,000,000.00	0.00	4,000,000.00	-6.6%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,280,598.29	0.00	4,280,598.29	4,000,000.00	0.00	4,000,000.00	-6.6%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(2,167,062.17)	2,167,062.17	0.00	(2,183,526.50)	2,183,526.50	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(150,949.91)	0.00	(150,949.91)	(158,681.82)	0.00	(158,681.82)	5.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,318,012.08)	2,167,062.17	(150,949.91)	(2,342,208.32)	2,183,526.50	(158,681.82)	5.1%
TOTAL, EXPENDITURES			34,689,795.00	39,456,265.07	74,146,060.07	37,389,515.06	42,347,301.19	79,736,816.25	7.5%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	55,441.43	0.00	55,441.43	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			55,441.43	0.00	55,441.43	0.00	0.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	30,000.00	0.00	30,000.00	New
Other Authorized Interfund Transfers Out		7619	386,779.64	1,200,803.23	1,587,582.87	0.00	1,200,000.00	1,200,000.00	-24.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			386,779.64	1,200,803.23	1,587,582.87	30,000.00	1,200,000.00	1,230,000.00	-22.5%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(2,112,719.15)	2,112,719.15	0.00	(2,076,022.01)	2,076,022.01	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,112,719.15)	2,112,719.15	0.00	(2,076,022.01)	2,076,022.01	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)</b>			(2,444,057.36)	911,915.92	(1,532,141.44)	(2,106,022.01)	876,022.01	(1,230,000.00)	-19.7%

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	29,353,713.00	9,108,362.00	38,462,075.00	28,249,000.00	9,108,362.00	37,357,362.00	-2.9%
2) Federal Revenue		8100-8299	4,280,598.29	3,500,216.47	7,780,814.76	4,000,000.00	2,139,449.77	6,139,449.77	-21.1%
3) Other State Revenue		8300-8599	312,412.45	18,636,204.92	18,948,617.37	327,855.00	17,975,152.53	18,303,007.53	-3.4%
4) Other Local Revenue		8600-8799	4,802,612.75	11,687,350.34	16,489,963.09	3,055,415.02	9,359,135.36	12,414,550.38	-24.7%
5) TOTAL, REVENUES			38,749,336.49	42,932,133.73	81,681,470.22	35,632,270.02	38,582,099.66	74,214,369.68	-9.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	7,171,312.86	16,995,759.32	24,167,072.18	7,521,824.73	18,305,935.83	25,827,760.56	6.9%
2) Instruction - Related Services	2000-2999		9,559,966.64	9,742,192.94	19,302,159.58	10,445,837.63	10,295,954.77	20,741,792.40	7.5%
3) Pupil Services	3000-3999		1,690,903.20	7,069,716.47	8,760,619.67	1,954,587.38	7,885,006.79	9,839,594.17	12.3%
4) Ancillary Services	4000-4999		10,206.00	23,902.60	34,108.60	12,612.51	24,517.38	37,129.89	8.9%
5) Community Services	5000-5999		317,434.83	1,844,026.90	2,161,461.73	345,673.25	1,757,041.66	2,102,714.91	-2.7%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		8,761,603.91	2,391,750.22	11,153,354.13	10,466,179.22	2,243,702.50	12,709,881.72	14.0%
8) Plant Services	8000-8999		2,897,769.27	1,388,916.62	4,286,685.89	2,642,800.34	1,835,142.26	4,477,942.60	4.5%
9) Other Outgo	9000-9999		4,280,598.29	0.00	4,280,598.29	4,000,000.00	0.00	4,000,000.00	-6.6%
10) TOTAL, EXPENDITURES			34,689,795.00	39,456,265.07	74,146,060.07	37,389,515.06	42,347,301.19	79,736,816.25	7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,059,541.49	3,475,868.66	7,535,410.15	(1,757,245.04)	(3,765,201.53)	(5,522,446.57)	-173.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	55,441.43	0.00	55,441.43	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	386,779.64	1,200,803.23	1,587,582.87	30,000.00	1,200,000.00	1,230,000.00	-22.5%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,112,719.15)	2,112,719.15	0.00	(2,076,022.01)	2,076,022.01	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,444,057.36)	911,915.92	(1,532,141.44)	(2,106,022.01)	876,022.01	(1,230,000.00)	-19.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,615,484.13	4,387,784.58	6,003,268.71	(3,863,267.05)	(2,889,179.52)	(6,752,446.57)	-212.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%

Budget, July 1  
County School Service Fund  
Unrestricted and Restricted  
Expenditures by Function

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,208,589.46	9,358,345.90	36,566,935.36	28,824,073.59	13,746,130.48	42,570,204.07	16.4%
2) Ending Balance, June 30 (E + F1e)			28,824,073.59	13,746,130.48	42,570,204.07	24,960,806.54	10,856,950.96	35,817,757.50	-15.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,746,130.48	13,746,130.48	0.00	10,856,950.96	10,856,950.96	-21.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	28,824,073.59	0.00	28,824,073.59	24,960,806.54	0.00	24,960,806.54	-13.4%
Alternative Education Programs	0000	9780	3,724,478.41		3,724,478.41			0.00	
Differentiated Assistance	0000	9780	767,541.78		767,541.78			0.00	
Educational & Administrative Operations	0000	9780	16,400,557.01		16,400,557.01			0.00	
MAA Programs	0000	9780	1,036,785.61		1,036,785.61			0.00	
Mandated Cost Program	0000	9780	2,549,708.32		2,549,708.32			0.00	
Safety Program	0000	9780	61,316.07		61,316.07			0.00	
SMAA Admin	0000	9780	3,103,434.18		3,103,434.18			0.00	
Special Projects	0000	9780	200,000.00		200,000.00			0.00	
Fund 01 Lottery	1100	9780	980,252.21		980,252.21			0.00	
Alternative Education Programs	0000	9780			0.00	2,237,529.88		2,237,529.88	
Differentiated Assistance	0000	9780			0.00	793,419.59		793,419.59	
Educational & Administrative Operations	0000	9780			0.00	13,658,096.28		13,658,096.28	
MAA Programs	0000	9780			0.00	960,333.87		960,333.87	
Mandated Cost Program	0000	9780			0.00	2,652,620.32		2,652,620.32	
Safety Program	0000	9780			0.00	47,452.07		47,452.07	
SMAA Admin	0000	9780			0.00	3,285,891.97		3,285,891.97	
Special Projects	0000	9780			0.00	200,000.00		200,000.00	
Fund 01 Lottery	1100	9780			0.00	1,125,462.56		1,125,462.56	

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6018	Student Support and Enrichment Block Grant	1,041,427.25	1,051,476.77
6057	Early Education: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	345,596.53	179,879.12
6266	Educator Effectiveness, FY 2021-22	123,509.70	0.00
6300	Lottery: Instructional Materials	275,461.31	135,761.31
6332	CA Community Schools Partnership Act - Implementation Grant	43,925.01	322,997.64
6333	CA Community Schools Partnership Act - Coordination Grant	0.00	18,419.02
6355	Direct Support Professional Training Program	55,918.02	55,918.02
6383	Golden State Pathways Program	633,802.68	633,802.68
6500	Special Education	1,232,011.57	1,232,011.57
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	307,536.02	307,536.02
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	85,562.74	122,423.88
7399	LCFF Equity Multiplier	34,387.17	75,488.60
7435	Learning Recovery Emergency Block Grant	276,528.87	0.00
7810	Other Restricted State	3,272,348.55	1,462,349.08
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	1,364,035.18	864,245.94
9010	Other Restricted Local	4,654,079.88	4,394,641.31
Total, Restricted Balance		13,746,130.48	10,856,950.96

# **Fund 09**

## **Charter School Special Revenue Fund**

**This fund may be used by authorizing LEAs to account separately for the operating activities of LEA-operated charter schools.**

**Career Advancement Charter**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	2,716,140.00	2,873,902.00	5.8%
2) Federal Revenue		8100-8299	167,257.00	203,813.00	21.9%
3) Other State Revenue		8300-8599	392,772.61	436,175.00	11.1%
4) Other Local Revenue		8600-8799	530,194.78	558,872.00	5.4%
5) TOTAL, REVENUES			3,806,364.39	4,072,762.00	7.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	1,329,647.46	1,515,858.64	14.0%
2) Classified Salaries		2000-2999	693,270.10	783,072.99	13.0%
3) Employee Benefits		3000-3999	1,030,270.15	1,307,508.68	26.9%
4) Books and Supplies		4000-4999	433,763.03	236,714.39	-45.4%
5) Services and Other Operating Expenditures		5000-5999	330,262.87	538,751.44	63.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	31,422.58	37,525.57	19.4%
9) TOTAL, EXPENDITURES			3,848,636.19	4,419,431.71	14.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(42,271.80)	(346,669.71)	720.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(42,271.80)	(346,669.71)	720.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,828,670.88	1,786,399.08	-2.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,828,670.88	1,786,399.08	-2.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,828,670.88	1,786,399.08	-2.3%
2) Ending Balance, June 30 (E + F1e)			1,786,399.08	1,439,729.37	-19.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	238,780.95	119,440.59	-50.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,547,618.13	1,320,288.78	-14.7%
Career Advancement Charter 3% Reserve	0000	9780	115,459.08		
Career Advancement Charter	0000	9780	1,362,916.91		
Career Advancement Charter Lottery	1100	9780	69,242.14		
Career Advancement Charter 3% Reserve	0000	9780		132,582.96	
Career Advancement Charter	0000	9780		1,107,214.68	
Career Advancement Charter Lottery	1100	9780		80,491.14	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Cash					
a) in County Treasury		9110	2,214,853.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	8,825.95		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,223,679.44		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	61,023.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			61,023.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			2,162,656.44		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	2,674,524.00	2,830,902.00	5.8%
Education Protection Account State Aid - Current Year		8012	41,616.00	43,000.00	3.3%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,716,140.00	2,873,902.00	5.8%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	3,813.00	3,813.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	163,444.00	200,000.00	22.4%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			167,257.00	203,813.00	21.9%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	212,723.00	210,646.00	-1.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	8,666.00	12,279.00	41.7%
Lottery - Unrestricted and Instructional Materials		8560	37,350.00	58,695.00	57.1%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	19,804.00	19,804.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	114,229.61	134,751.00	18.0%
TOTAL, OTHER STATE REVENUE			392,772.61	436,175.00	11.1%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	74,968.00	75,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	53,854.78	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	401,372.00	401,372.00	0.0%
All Other Local Revenue		8699	0.00	82,500.00	New
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			530,194.78	558,872.00	5.4%
TOTAL, REVENUES			3,806,364.39	4,072,762.00	7.0%
<b>CERTIFICATED SALARIES</b>					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	1,165,284.42	1,179,484.36	1.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	164,363.04	336,374.28	104.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,329,647.46	1,515,858.64	14.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	100,361.97	149,159.22	48.6%
Classified Support Salaries		2200	464,374.81	544,089.34	17.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	112,060.96	76,643.52	-31.6%
Other Classified Salaries		2900	16,472.36	13,180.91	-20.0%
TOTAL, CLASSIFIED SALARIES			693,270.10	783,072.99	13.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	352,243.84	415,202.00	17.9%
PERS		3201-3202	135,316.55	190,103.58	40.5%
OASDI/Medicare/Alternative		3301-3302	67,835.80	80,831.07	19.2%
Health and Welfare Benefits		3401-3402	364,361.10	493,499.88	35.4%
Unemployment Insurance		3501-3502	976.89	1,137.82	16.5%
Workers' Compensation		3601-3602	36,414.34	42,014.60	15.4%
OPEB, Allocated		3701-3702	73,121.63	84,719.73	15.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,030,270.15	1,307,508.68	26.9%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	74,789.43	8,000.00	-89.3%
Books and Other Reference Materials		4200	2,000.00	2,000.00	0.0%
Materials and Supplies		4300	263,212.49	220,712.39	-16.1%
Noncapitalized Equipment		4400	93,761.11	6,002.00	-93.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			433,763.03	236,714.39	-45.4%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	24,661.49	24,600.00	-0.2%
Dues and Memberships		5300	3,250.00	8,150.00	150.8%
Insurance		5400-5450	18,032.00	20,828.00	15.5%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	101,925.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	10,224.00	15,924.00	55.8%
Professional/Consulting Services and Operating Expenditures		5800	262,922.78	362,925.88	38.0%
Communications		5900	11,172.60	4,398.56	-60.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			330,262.87	538,751.44	63.1%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	31,422.58	37,525.57	19.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			31,422.58	37,525.57	19.4%
TOTAL, EXPENDITURES			3,848,636.19	4,419,431.71	14.8%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	2,716,140.00	2,873,902.00	5.8%
2) Federal Revenue		8100-8299	167,257.00	203,813.00	21.9%
3) Other State Revenue		8300-8599	392,772.61	436,175.00	11.1%
4) Other Local Revenue		8600-8799	530,194.78	558,872.00	5.4%
5) TOTAL, REVENUES			3,806,364.39	4,072,762.00	7.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,329,781.60	2,272,677.35	-2.5%
2) Instruction - Related Services	2000-2999		1,410,488.83	1,811,792.15	28.5%
3) Pupil Services	3000-3999		76,943.18	195,511.64	154.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		31,422.58	37,525.57	19.4%
8) Plant Services	8000-8999		0.00	101,925.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,848,636.19	4,419,431.71	14.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(42,271.80)	(346,669.71)	720.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(42,271.80)	(346,669.71)	720.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,828,670.88	1,786,399.08	-2.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,828,670.88	1,786,399.08	-2.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,828,670.88	1,786,399.08	-2.3%
2) Ending Balance, June 30 (E + F1e)			1,786,399.08	1,439,729.37	-19.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	238,780.95	119,440.59	-50.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,547,618.13	1,320,288.78	-14.7%
Career Advancement Charter 3% Reserve	0000	9780	115,459.08		
Career Advancement Charter	0000	9780	1,362,916.91		
Career Advancement Charter Lottery	1100	9780	69,242.14		
Career Advancement Charter 3% Reserve	0000	9780		132,582.96	
Career Advancement Charter	0000	9780		1,107,214.68	
Career Advancement Charter Lottery	1100	9780		80,491.14	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6266	Educator Effectiveness, FY 2021-22	21,259.00	0.00
6300	Lottery: Instructional Materials	3,674.11	6,304.11
6500	Special Education	85,610.10	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	33,856.74	47,343.79
7435	Learning Recovery Emergency Block Grant	94,381.00	65,792.69
Total, Restricted Balance		238,780.95	119,440.59

# **Fund 10**

## **SELPA Pass-Through Fund**

**This fund is used by the Administrative Unit (AU) of a multi-LEA Special Education Local Plan Area (SELPA) to account for special education revenue passed through to other member LEAs.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,094,661.00	4,094,661.00	0.0%
3) Other State Revenue		8300-8599	3,684,958.00	2,352,304.00	-36.2%
4) Other Local Revenue		8600-8799	221,074.06	150,000.00	-32.1%
5) TOTAL, REVENUES			8,000,693.06	6,596,965.00	-17.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	7,725,209.00	6,446,965.00	-16.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,725,209.00	6,446,965.00	-16.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			275,484.06	150,000.00	-45.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			275,484.06	150,000.00	-45.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,148.75	472,632.81	139.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,148.75	472,632.81	139.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,148.75	472,632.81	139.7%
2) Ending Balance, June 30 (E + F1e)			472,632.81	622,632.81	31.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	472,632.81	622,632.81	31.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	555,168.31		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	82,816.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			637,984.31		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	82,816.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			82,816.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b> (G10 + H2) - (I6 + J2)			555,168.31		
<b>LCFF SOURCES</b>					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Pass-Through Revenues from					
Federal Sources		8287	4,094,661.00	4,094,661.00	0.0%
TOTAL, FEDERAL REVENUE			4,094,661.00	4,094,661.00	0.0%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	3,684,957.99	2,352,304.00	-36.2%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.01	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			3,684,958.00	2,352,304.00	-36.2%
<b>OTHER LOCAL REVENUE</b>					
Interest		8660	191,292.00	150,000.00	-21.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	29,782.06	0.00	-100.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			221,074.06	150,000.00	-32.1%
TOTAL, REVENUES			8,000,693.06	6,596,965.00	-17.5%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	4,094,661.00	4,094,661.00	0.0%

Description	Resource Codes	Object Codes	2024-25		2025-26	Percent
			Estimated	Actuals		
To County Offices		7212	0.00		0.00	0.0%
To JPAs		7213	0.00		0.00	0.0%
Special Education SELPA Transfers of Apportionments						
To Districts or Charter Schools	6500	7221	3,160,548.00		1,839,353.00	-41.8%
To County Offices	6500	7222	0.00		0.00	0.0%
To JPAs	6500	7223	470,000.00		512,951.00	9.1%
Other Transfers of Apportionments	All Other	7221-7223	0.00		0.00	0.0%
All Other Transfers		7281-7283	0.00		0.00	0.0%
All Other Transfers Out to All Others		7299	0.00		0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,725,209.00		6,446,965.00	-16.5%
TOTAL, EXPENDITURES			7,725,209.00		6,446,965.00	-16.5%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,094,661.00	4,094,661.00	0.0%
3) Other State Revenue		8300-8599	3,684,958.00	2,352,304.00	-36.2%
4) Other Local Revenue		8600-8799	221,074.06	150,000.00	-32.1%
5) TOTAL, REVENUES			8,000,693.06	6,596,965.00	-17.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	7,725,209.00	6,446,965.00	-16.5%
10) TOTAL, EXPENDITURES			7,725,209.00	6,446,965.00	-16.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			275,484.06	150,000.00	-45.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			275,484.06	150,000.00	-45.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,148.75	472,632.81	139.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,148.75	472,632.81	139.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,148.75	472,632.81	139.7%
2) Ending Balance, June 30 (E + F1e)			472,632.81	622,632.81	31.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	472,632.81	622,632.81	31.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6500	Special Education	104,000.43	104,000.43
9010	Other Restricted Local	368,632.38	518,632.38
Total, Restricted Balance		472,632.81	622,632.81

# Fund 11

## Adult Education Fund

**This fund is used to account separately for federal, state, and local revenues that are restricted or committed to adult education programs.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	81,345.00	180,886.00	122.4%
4) Other Local Revenue		8600-8799	2,598.05	1,500.00	-42.3%
5) TOTAL, REVENUES			83,943.05	182,386.00	117.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	28,163.05	61,484.12	118.3%
2) Classified Salaries		2000-2999	15,555.07	33,573.89	115.8%
3) Employee Benefits		3000-3999	17,125.07	39,820.49	132.5%
4) Books and Supplies		4000-4999	16,692.05	37,486.16	124.6%
5) Services and Other Operating Expenditures		5000-5999	0.00	118.44	New
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,809.76	8,402.90	120.6%
9) TOTAL, EXPENDITURES			81,345.00	180,886.00	122.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,598.05	1,500.00	-42.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,598.05	1,500.00	-42.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,954.98	4,553.03	132.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,954.98	4,553.03	132.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,954.98	4,553.03	132.9%
2) Ending Balance, June 30 (E + F1e)			4,553.03	6,053.03	32.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,553.03	6,053.03	32.9%
Adult Education Programs	0000	9780	4,553.03		
Adult Education Programs	0000	9780		6,053.03	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	14,475.86		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(5.21)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			14,470.65		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			14,470.65		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	80,005.00	176,461.00	120.6%
All Other State Revenue	All Other	8590	1,340.00	4,425.00	230.2%
TOTAL, OTHER STATE REVENUE			81,345.00	180,886.00	122.4%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,592.00	1,500.00	-5.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,006.05	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,598.05	1,500.00	-42.3%
TOTAL, REVENUES			83,943.05	182,386.00	117.3%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	28,163.05	61,484.12	118.3%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			28,163.05	61,484.12	118.3%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	4,500.00	6,562.50	45.8%
Classified Support Salaries		2200	11,055.07	13,841.18	25.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	13,170.21	New
TOTAL, CLASSIFIED SALARIES			15,555.07	33,573.89	115.8%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	5,635.33	14,619.11	159.4%
PERS		3201-3202	2,615.93	7,241.75	176.8%
OASDI/Medicare/Alternative		3301-3302	1,467.21	3,403.39	132.0%
Health and Welfare Benefits		3401-3402	4,904.26	9,150.55	86.6%
Unemployment Insurance		3501-3502	21.49	46.99	118.7%
Workers' Compensation		3601-3602	797.23	1,741.77	118.5%
OPEB, Allocated		3701-3702	1,683.62	3,616.93	114.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			17,125.07	39,820.49	132.5%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	16,692.05	37,486.16	124.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			16,692.05	37,486.16	124.6%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	118.44	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	118.44	New
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	3,809.76	8,402.90	120.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			3,809.76	8,402.90	120.6%
TOTAL, EXPENDITURES			81,345.00	180,886.00	122.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	81,345.00	180,886.00	122.4%
4) Other Local Revenue		8600-8799	2,598.05	1,500.00	-42.3%
5) TOTAL, REVENUES			83,943.05	182,386.00	117.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		46,017.64	95,191.29	106.9%
2) Instruction - Related Services	2000-2999		31,517.60	77,291.81	145.2%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		3,809.76	8,402.90	120.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			81,345.00	180,886.00	122.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			2,598.05	1,500.00	-42.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,598.05	1,500.00	-42.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,954.98	4,553.03	132.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,954.98	4,553.03	132.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,954.98	4,553.03	132.9%
2) Ending Balance, June 30 (E + F1e)			4,553.03	6,053.03	32.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,553.03	6,053.03	32.9%
Adult Education Programs	0000	9780	4,553.03		
Adult Education Programs	0000	9780		6,053.03	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

# Fund 12

## Child Development Fund

**This fund is used to account separately for federal, state, and local revenues to operate child development programs.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	377,239.80	349,282.50	-7.4%
3) Other State Revenue		8300-8599	1,128,798.82	1,237,463.30	9.6%
4) Other Local Revenue		8600-8799	296,457.32	280,427.00	-5.4%
5) TOTAL, REVENUES			1,802,495.94	1,867,172.80	3.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	16,966.08	6,726.00	-60.4%
2) Classified Salaries		2000-2999	519,076.61	528,062.84	1.7%
3) Employee Benefits		3000-3999	286,142.61	342,482.77	19.7%
4) Books and Supplies		4000-4999	153,484.09	118,218.35	-23.0%
5) Services and Other Operating Expenditures		5000-5999	652,035.46	739,330.30	13.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	115,717.57	112,753.35	-2.6%
9) TOTAL, EXPENDITURES			1,743,422.42	1,847,573.61	6.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			59,073.52	19,599.19	-66.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			59,073.52	19,599.19	-66.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,580.59	256,654.11	29.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,580.59	256,654.11	29.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,580.59	256,654.11	29.9%
2) Ending Balance, June 30 (E + F1e)			256,654.11	276,253.30	7.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	241,256.99	260,856.18	8.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	15,397.12	15,397.12	0.0%
Child Development MAA	0000	9780	15,397.12		
Child Development MAA	0000	9780		15,397.12	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	751,642.04		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	41,624.59		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			793,266.63		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	700.82		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.31		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			701.13		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			792,565.50		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	377,239.80	349,282.50	-7.4%
TOTAL, FEDERAL REVENUE			377,239.80	349,282.50	-7.4%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,128,798.82	1,237,463.30	9.6%
TOTAL, OTHER STATE REVENUE			1,128,798.82	1,237,463.30	9.6%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	27,398.00	25,000.00	-8.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	5,558.13	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	250,426.00	255,427.00	2.0%
Other Local Revenue					
All Other Local Revenue		8699	13,075.19	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			296,457.32	280,427.00	-5.4%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, REVENUES			1,802,495.94	1,867,172.80	3.6%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	16,966.08	6,726.00	-60.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			16,966.08	6,726.00	-60.4%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	7,711.00	4,823.50	-37.4%
Clerical, Technical and Office Salaries		2400	496,778.11	500,739.34	0.8%
Other Classified Salaries		2900	14,587.50	22,500.00	54.2%
TOTAL, CLASSIFIED SALARIES			519,076.61	528,062.84	1.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	108,393.96	141,349.26	30.4%
OASDI/Medicare/Alternative		3301-3302	36,184.64	36,564.00	1.0%
Health and Welfare Benefits		3401-3402	113,355.84	140,685.20	24.1%
Unemployment Insurance		3501-3502	242.52	238.63	-1.6%
Workers' Compensation		3601-3602	8,578.78	8,819.65	2.8%
OPEB, Allocated		3701-3702	19,386.87	14,826.03	-23.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			286,142.61	342,482.77	19.7%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	37,224.21	11,331.19	-69.6%
Materials and Supplies		4300	114,759.88	106,287.16	-7.4%
Noncapitalized Equipment		4400	1,500.00	600.00	-60.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			153,484.09	118,218.35	-23.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	157,349.14	229,937.67	46.1%
Travel and Conferences		5200	43,490.39	61,004.04	40.3%
Dues and Memberships		5300	8,084.00	8,234.00	1.9%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,360.63	4,400.00	0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	7,700.00	2,200.00	-71.4%
Professional/Consulting Services and Operating Expenditures		5800	426,649.20	429,794.59	0.7%
Communications		5900	4,402.10	3,760.00	-14.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			652,035.46	739,330.30	13.4%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	115,717.57	112,753.35	-2.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			115,717.57	112,753.35	-2.6%
TOTAL, EXPENDITURES			1,743,422.42	1,847,573.61	6.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	377,239.80	349,282.50	-7.4%
3) Other State Revenue		8300-8599	1,128,798.82	1,237,463.30	9.6%
4) Other Local Revenue		8600-8799	296,457.32	280,427.00	-5.4%
5) TOTAL, REVENUES			1,802,495.94	1,867,172.80	3.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		1,627,704.85	1,734,820.26	6.6%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		115,717.57	112,753.35	-2.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,743,422.42	1,847,573.61	6.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			59,073.52	19,599.19	-66.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			59,073.52	19,599.19	-66.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,580.59	256,654.11	29.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,580.59	256,654.11	29.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,580.59	256,654.11	29.9%
2) Ending Balance, June 30 (E + F1e)			256,654.11	276,253.30	7.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	241,256.99	260,856.18	8.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	15,397.12	15,397.12	0.0%
Child Development MAA	0000	9780	15,397.12		
Child Development MAA	0000	9780		15,397.12	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	0.00	13.68
6131	Early Education: Resource & Referral Reserve Account for Department of Social Services Programs	12,065.34	12,065.34
9010	Other Restricted Local	229,191.65	248,777.16
Total, Restricted Balance		241,256.99	260,856.18

# **Fund 13**

## **Cafeteria Special Revenue Fund**

**This fund is used to account separately for federal, state, and local revenues to operate the food service program.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	77,500.00	77,500.00	0.0%
3) Other State Revenue		8300-8599	84,500.00	84,500.00	0.0%
4) Other Local Revenue		8600-8799	4,999.19	2,500.00	-50.0%
5) TOTAL, REVENUES			166,999.19	164,500.00	-1.5%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	196,800.00	191,000.00	-2.9%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			196,800.00	191,000.00	-2.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(29,800.81)	(26,500.00)	-11.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	30,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	30,000.00	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(29,800.81)	3,500.00	-111.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	88,188.65	58,387.84	-33.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			88,188.65	58,387.84	-33.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			88,188.65	58,387.84	-33.8%
2) Ending Balance, June 30 (E + F1e)			58,387.84	61,887.84	6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,387.84	61,887.84	6.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	57,320.93		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			57,320.93		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			57,320.93		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	77,500.00	77,500.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			77,500.00	77,500.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	84,500.00	84,500.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			84,500.00	84,500.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,850.00	2,500.00	-12.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,149.19	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,999.19	2,500.00	-50.0%
TOTAL, REVENUES			166,999.19	164,500.00	-1.5%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	196,800.00	191,000.00	-2.9%
TOTAL, BOOKS AND SUPPLIES			196,800.00	191,000.00	-2.9%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			196,800.00	191,000.00	-2.9%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	30,000.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	30,000.00	New
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	30,000.00	New

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	77,500.00	77,500.00	0.0%
3) Other State Revenue		8300-8599	84,500.00	84,500.00	0.0%
4) Other Local Revenue		8600-8799	4,999.19	2,500.00	-50.0%
5) TOTAL, REVENUES			166,999.19	164,500.00	-1.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		196,800.00	191,000.00	-2.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			196,800.00	191,000.00	-2.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(29,800.81)	(26,500.00)	-11.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	30,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	30,000.00	New
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(29,800.81)	3,500.00	-111.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	88,188.65	58,387.84	-33.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			88,188.65	58,387.84	-33.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			88,188.65	58,387.84	-33.8%
2) Ending Balance, June 30 (E + F1e)			58,387.84	61,887.84	6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,387.84	61,887.84	6.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	4,133.05	7,633.05
7033	Child Nutrition: School Food Best Practices Apportionment	54,254.79	54,254.79
Total, Restricted Balance		58,387.84	61,887.84

# Fund 14

## Deferred Maintenance Fund

**This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	200,000.00	200,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	93,934.09	50,000.00	-46.8%
5) TOTAL, REVENUES			293,934.09	250,000.00	-14.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	224,910.95	487,000.00	116.5%
6) Capital Outlay		6000-6999	0.00	100,000.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			224,910.95	587,000.00	161.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			69,023.14	(337,000.00)	-588.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			69,023.14	(337,000.00)	-588.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,186,094.92	1,255,118.06	5.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,094.92	1,255,118.06	5.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,094.92	1,255,118.06	5.8%
2) Ending Balance, June 30 (E + F1e)			1,255,118.06	918,118.06	-26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,255,118.06	918,118.06	-26.9%
Deferred Maintenance	0000	9760	1,255,118.06		
Deferred Maintenance	0000	9760		918,118.06	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,177,681.51		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,177,681.51		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			1,177,681.51		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	200,000.00	200,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			200,000.00	200,000.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	50,000.00	50,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	36,494.09	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	7,440.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			93,934.09	50,000.00	-46.8%
TOTAL, REVENUES			293,934.09	250,000.00	-14.9%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	131,004.95	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	93,906.00	487,000.00	418.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			224,910.95	487,000.00	116.5%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	100,000.00	New
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	100,000.00	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			224,910.95	587,000.00	161.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	200,000.00	200,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	93,934.09	50,000.00	-46.8%
5) TOTAL, REVENUES			293,934.09	250,000.00	-14.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		224,910.95	587,000.00	161.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			224,910.95	587,000.00	161.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			69,023.14	(337,000.00)	-588.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			69,023.14	(337,000.00)	-588.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,186,094.92	1,255,118.06	5.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,094.92	1,255,118.06	5.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,094.92	1,255,118.06	5.8%
2) Ending Balance, June 30 (E + F1e)			1,255,118.06	918,118.06	-26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	1,255,118.06	918,118.06	-26.9%
Deferred Maintenance	0000	9760	1,255,118.06		
Deferred Maintenance	0000	9760		918,118.06	
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

# Fund 17

## Special Reserve Fund

**This fund is used primarily to provide for the accumulation of general fund moneys for general operating purposes other than for capital outlay.**





Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	244,493.75	150,000.00	-38.6%
5) TOTAL, REVENUES			244,493.75	150,000.00	-38.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			244,493.75	150,000.00	-38.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			244,493.75	150,000.00	-38.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,371,126.25	3,615,620.00	7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,371,126.25	3,615,620.00	7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,371,126.25	3,615,620.00	7.3%
2) Ending Balance, June 30 (E + F1e)			3,615,620.00	3,765,620.00	4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	3,615,620.00	3,765,620.00	4.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	3,590,268.28		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			3,590,268.28		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			3,590,268.28		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	150,000.00	150,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	94,493.75	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			244,493.75	150,000.00	-38.6%
TOTAL, REVENUES			244,493.75	150,000.00	-38.6%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	244,493.75	150,000.00	-38.6%
5) TOTAL, REVENUES			244,493.75	150,000.00	-38.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			244,493.75	150,000.00	-38.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			244,493.75	150,000.00	-38.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,371,126.25	3,615,620.00	7.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,371,126.25	3,615,620.00	7.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,371,126.25	3,615,620.00	7.3%
2) Ending Balance, June 30 (E + F1e)			3,615,620.00	3,765,620.00	4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	3,615,620.00	3,765,620.00	4.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

# Fund 35

## County School Facilities Fund

**This fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36,621.01	0.00	-100.0%
5) TOTAL, REVENUES			36,621.01	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	612,673.50	300,000.00	-51.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			612,673.50	300,000.00	-51.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(576,052.49)	(300,000.00)	-47.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	331,535.49	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			331,535.49	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(244,517.00)	(300,000.00)	22.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	662,843.50	418,326.50	-36.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			662,843.50	418,326.50	-36.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			662,843.50	418,326.50	-36.9%
2) Ending Balance, June 30 (E + F1e)			418,326.50	118,326.50	-71.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	418,326.50	118,326.50	-71.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	119,197.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			119,197.77		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			119,197.77		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	20,621.01	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			36,621.01	0.00	-100.0%
TOTAL, REVENUES			36,621.01	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	612,673.50	300,000.00	-51.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			612,673.50	300,000.00	-51.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			612,673.50	300,000.00	-51.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	331,535.49	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			331,535.49	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					



Description	Resource Codes	Object Codes	2024-25		2025-26	Percent
			Estimated	Actuals		
Contributions from Unrestricted Revenues		8980		0.00	0.00	0.0%
Contributions from Restricted Revenues		8990		0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS				0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)				331,535.49	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36,621.01	0.00	-100.0%
5) TOTAL, REVENUES			36,621.01	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		612,673.50	300,000.00	-51.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			612,673.50	300,000.00	-51.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			(576,052.49)	(300,000.00)	-47.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	331,535.49	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			331,535.49	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(244,517.00)	(300,000.00)	22.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	662,843.50	418,326.50	-36.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			662,843.50	418,326.50	-36.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			662,843.50	418,326.50	-36.9%
2) Ending Balance, June 30 (E + F1e)			418,326.50	118,326.50	-71.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	418,326.50	118,326.50	-71.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
7710	State School Facilities Projects	418,326.50	118,326.50
Total, Restricted Balance		418,326.50	118,326.50

# Fund 40

## Special Reserve Fund for Capital Outlay Projects

**This fund exists primarily to  
provide for the accumulation of  
general fund moneys for capital  
outlay purposes**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	316,781.15	150,000.00	-52.6%
5) TOTAL, REVENUES			316,781.15	150,000.00	-52.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,300.00	0.00	-100.0%
6) Capital Outlay		6000-6999	825,261.00	1,065,000.00	29.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			827,561.00	1,065,000.00	28.7%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(510,779.85)	(915,000.00)	79.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,256,047.38	1,200,000.00	-4.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,256,047.38	1,200,000.00	-4.5%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			745,267.53	285,000.00	-61.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,347,653.50	4,092,921.03	22.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,347,653.50	4,092,921.03	22.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,347,653.50	4,092,921.03	22.3%
2) Ending Balance, June 30 (E + F1e)			4,092,921.03	4,377,921.03	7.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,092,921.03	4,377,921.03	7.0%
Capital Outlay Projects	0000	9780	4,092,921.03		
Capital Outlay Projects	0000	9780		4,377,921.03	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	4,646,789.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			4,646,789.37		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			4,646,789.37		
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	156,000.00	150,000.00	-3.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	160,781.15	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			316,781.15	150,000.00	-52.6%
TOTAL, REVENUES			316,781.15	150,000.00	-52.6%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,300.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,300.00	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	825,261.00	1,065,000.00	29.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			825,261.00	1,065,000.00	29.1%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			827,561.00	1,065,000.00	28.7%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,256,047.38	1,200,000.00	-4.5%
(a) TOTAL, INTERFUND TRANSFERS IN			1,256,047.38	1,200,000.00	-4.5%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,256,047.38	1,200,000.00	-4.5%



Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	316,781.15	150,000.00	-52.6%
5) TOTAL, REVENUES			316,781.15	150,000.00	-52.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		827,561.00	1,065,000.00	28.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			827,561.00	1,065,000.00	28.7%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			(510,779.85)	(915,000.00)	79.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,256,047.38	1,200,000.00	-4.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,256,047.38	1,200,000.00	-4.5%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			745,267.53	285,000.00	-61.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,347,653.50	4,092,921.03	22.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,347,653.50	4,092,921.03	22.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,347,653.50	4,092,921.03	22.3%
2) Ending Balance, June 30 (E + F1e)			4,092,921.03	4,377,921.03	7.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,092,921.03	4,377,921.03	7.0%
Capital Outlay Projects	0000	9780	4,092,921.03		
Capital Outlay Projects	0000	9780		4,377,921.03	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

# Fund 56

## Debt Service Fund

**This fund is used for the accumulation of resources for and the retirement of principal and interest on general long-term debt.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	186,201.59	0.00	-100.0%
5) TOTAL, REVENUES			186,201.59	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	6,691,349.77	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,691,349.77	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(6,505,148.18)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	55,441.43	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(55,441.43)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,560,589.61)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,560,589.61	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,560,589.61	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,560,589.61	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Interest		8660	87,153.71	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	99,047.88	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			186,201.59	0.00	-100.0%
TOTAL, REVENUES			186,201.59	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	79,307.77	0.00	-100.0%
Other Debt Service - Principal		7439	6,612,042.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			6,691,349.77	0.00	-100.0%
TOTAL, EXPENDITURES			6,691,349.77	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	55,441.43	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			55,441.43	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(55,441.43)	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	186,201.59	0.00	-100.0%
5) TOTAL, REVENUES			186,201.59	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	6,691,349.77	0.00	-100.0%
10) TOTAL, EXPENDITURES			6,691,349.77	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			(6,505,148.18)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	55,441.43	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(55,441.43)	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,560,589.61)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,560,589.61	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,560,589.61	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,560,589.61	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00



# Fund 71

## Retiree Benefit Fund

**This fund exists to account separately for amounts held in trust from salary reduction agreements, other irrevocable contributions for employees' retirement benefits, or both.**



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,481,386.00	350,000.00	-76.4%
5) TOTAL, REVENUES			1,481,386.00	350,000.00	-76.4%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	806,508.00	761,330.00	-5.6%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			806,508.00	761,330.00	-5.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			674,878.00	(411,330.00)	-160.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			674,878.00	(411,330.00)	-160.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	13,907,865.39	14,582,743.39	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,907,865.39	14,582,743.39	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			13,907,865.39	14,582,743.39	4.9%
2) Ending Net Position, June 30 (E + F1e)			14,582,743.39	14,171,413.39	-2.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	14,582,743.39	14,171,413.39	-2.8%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	14,703,045.30		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets		9400			
11) TOTAL, ASSETS			14,703,045.30		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G11 + H2) - (I7 + J2)			14,703,045.30		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	686,206.00	350,000.00	-49.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	795,180.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,481,386.00	350,000.00	-76.4%
TOTAL, REVENUES			1,481,386.00	350,000.00	-76.4%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	806,508.00	761,330.00	-5.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			806,508.00	761,330.00	-5.6%
TOTAL, EXPENSES			806,508.00	761,330.00	-5.6%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,481,386.00	350,000.00	-76.4%
5) TOTAL, REVENUES			1,481,386.00	350,000.00	-76.4%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		806,508.00	761,330.00	-5.6%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			806,508.00	761,330.00	-5.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			674,878.00	(411,330.00)	-160.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			674,878.00	(411,330.00)	-160.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	13,907,865.39	14,582,743.39	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,907,865.39	14,582,743.39	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			13,907,865.39	14,582,743.39	4.9%
2) Ending Net Position, June 30 (E + F1e)			14,582,743.39	14,171,413.39	-2.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	14,582,743.39	14,171,413.39	-2.8%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Net Position		0.00	0.00

# Assumptions

**Guiding documents provided by Business and Administration Steering Committee (BASC), School Services of California (SSC), and Department of Finance (DOF) used in preparing the Second Interim report and related multi-year projections (MYPs).**





# Santa Cruz County Office of Education

## MULTI-YEAR ASSUMPTIONS

### 2025-26 Proposed Budget

LCFF Planning Factors	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Statutory Cost-of-Living Adjustment (COLA) & Department of Finance (DOF) Latest Estimates	6.56%	8.22%	1.07%	2.30%	3.02%	3.42%
SSC Estimated Statutory COLA	6.56%	8.22%	1.07%	2.30%	3.02%	3.42%
<b>Santa Cruz COE COLA Used</b>	<b>6.56%</b>	<b>8.22%</b>	<b>1.07%</b>	<b>2.30%</b>	<b>1.00%</b>	<b>1.00%</b>

Other Planning Factors	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
California Consumer Price Index (CPI)	5.71%	3.46%	3.07%	3.42%	2.98%	2.77%
California Lottery - Unrestricted per ADA	\$170.00	\$211.00	\$191.00	\$191.00	\$191.00	\$191.00
California Lottery - Restricted per ADA	\$67.00	\$102.00	\$82.00	\$82.00	\$82.00	\$82.00
Mandate Block Grant District Grades k-8 per ADA	\$34.94	\$37.81	\$38.21	\$39.09	\$40.27	\$41.65
Mandate Block Grant District Grades 9-12 per ADA	\$67.31	\$72.84	\$73.62	\$75.31	\$77.58	\$80.23
Mandate Block Grant Charter Grades k-8 per ADA	\$18.34	\$19.85	\$20.06	\$20.52	\$21.14	\$21.86
Mandate Block Grant Charter Grades 9-12 per ADA	\$50.98	\$55.17	\$55.76	\$57.04	\$58.76	\$60.77
Interest Rate for Ten-Year Treasuries	3.65%	4.26%	4.23%	4.56%	4.58%	4.50%
CalSTRS Employer Contribution Rate	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Contribution Rate	25.37%	26.68%	27.05%	26.81%	26.90%	27.80%
Minimum Wage	\$15.50	\$16.00	\$16.50	\$16.90	\$17.40	\$17.80

Average Daily Attendance (ADA)	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Alternative Education Current Year	938.58	914.48	877.11	867.14	857.67	848.28
Alternative Education <b>Funded</b>	938.58	946.67	905.98	898.92	875.11	867.30
Alternative Education Court UPP	100%	100%	100%	100%	100%	100%
Alternative Education Community UPP	51.21%	54.50%	64.79%	49.99%	49.99%	49.99%
District Funded Special Education	84.02	91.19	97.79	97.79	97.79	97.79
Countywide ADA	33,890.20	34,262.62	34,424.67	34,155.80	33,889.61	33,626.09
Career Advancement Charter	137.98	153.35	208.08	215.00	225.00	235.00

Salary and Benefits	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Certificated Step & Column	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
Classified Step & Column	1.20%	1.20%	1.20%	1.20%	1.20%	1.20%
Health & Welfare	5%	7.00%	8.50%	7.00%	7.00%	7.00%

Employer Rates on Payroll (Other than H&W)	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
CalSTRS	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS	25.37%	26.68%	27.05%	26.81%	26.90%	27.80%
Social Security (FICA/OASDI)	6.2%	6.20%	6.20%	6.20%	6.20%	6.20%
Medicare	1.5%	1.45%	1.45%	1.45%	1.45%	1.45%
Unemployment Insurance (SUI)	0.50%	0.05%	0.05%	0.05%	0.05%	0.05%
Workers Compensation	1.9536%	1.92%	1.92%	1.92%	1.92%	1.92%
Retiree Benefits (OPEB)	1.95%	1.95%	1.95%	1.95%	1.95%	1.95%

Guiding documents: School Services of California (SSC) Dartboard & Fiscal Reports and BASC Common Message

\*Countywide ADA projections reflect a 1% decline in subsequent years (for non-charters)

\*2023-24 Alternative Education funded on greater of current year, prior year, or three prior year average ADA

# Multi-Year Projections

**LEAs are required to submit, along with their budgets, multi-year (current and two subsequent fiscal years) projections for the County School Service Fund.**





Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		34,155.80	-0.78%	33,889.61	-0.78%	33,626.09
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	28,249,000.00	-1.52%	27,820,335.00	0.59%	27,983,872.00
2. Federal Revenues	8100-8299	4,000,000.00	0.00%	4,000,000.00	0.00%	4,000,000.00
3. Other State Revenues	8300-8599	327,855.00	0.00%	327,855.00	0.00%	327,855.00
4. Other Local Revenues	8600-8799	3,055,415.02	0.00%	3,055,415.00	0.00%	3,055,415.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(2,076,022.01)	-7.33%	(1,923,886.00)	0.00%	(1,923,886.00)
6. Total (Sum lines A1 thru A5c)		33,556,248.01	-0.82%	33,279,719.00	0.49%	33,443,256.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,913,902.04		6,516,328.49
b. Step & Column Adjustment				61,693.23		54,951.53
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(459,266.78)		29,760.01
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,913,902.04	-5.75%	6,516,328.49	1.30%	6,601,040.03
2. Classified Salaries						
a. Base Salaries				10,532,633.89		10,111,842.50
b. Step & Column Adjustment				137,949.46		152,520.81
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(558,740.85)		(31,178.32)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,532,633.89	-4.00%	10,111,842.50	1.20%	10,233,184.99
3. Employee Benefits	3000-3999	10,137,168.91	-0.92%	10,043,746.49	5.23%	10,569,201.45
4. Books and Supplies	4000-4999	1,964,363.05	-8.62%	1,795,049.49	0.24%	1,799,348.50
5. Services and Other Operating Expenditures	5000-5999	6,011,655.49	-8.48%	5,501,961.49	1.44%	5,581,101.50
6. Capital Outlay	6000-6999	172,000.00	-100.00%	0.00	0.00%	65,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,000,000.00	0.00%	4,000,000.00	0.00%	4,000,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,342,208.32)	-18.30%	(1,913,541.51)	-4.07%	(1,835,674.47)
9. Other Financing Uses						
a. Transfers Out	7600-7629	30,000.00	0.00%	30,000.00	0.00%	30,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		37,419,515.06	-3.57%	36,085,386.95	2.65%	37,043,202.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(3,863,267.05)		(2,805,667.95)		(3,599,946.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		28,824,073.59		24,960,806.54		22,155,138.59
2. Ending Fund Balance (Sum lines C and D1)		24,960,806.54		22,155,138.59		18,555,192.59
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	24,960,806.54				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		22,155,138.59		18,555,192.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		24,960,806.54		22,155,138.59		18,555,192.59
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		22,155,138.59		18,555,192.59
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	3,765,620.00				
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		3,765,620.00		22,155,138.59		18,555,192.59
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
Significant changes are anticipated in the two subsequent years related to grants and/or one-time restricted funds that are ending. This includes but is not limited to Comprehensive Support and Improvement(CSI), Educator Effectiveness Funds, (EEF), Cal-WELL, Cal-AIM, HCAI/Capacity Grant, Justice Assistance Grant (JAG), CA Community School Partnership Program(CCSP), Universal Pre-Kindergarten (UPK), Learning Recovery Emergency Block Grant (LREBG), CA Apprenticeship Initiative (CAI) Dental Assisting, Workforce Development, and k-16 Coordination grants. Positions and extra work agreements have been reduced, removed or adjusted in the subsequent years.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	9,108,362.00	0.00%	9,108,362.00	0.00%	9,108,362.00
2. Federal Revenues	8100-8299	2,139,449.77	-5.62%	2,019,281.00	0.00%	2,019,281.00
3. Other State Revenues	8300-8599	17,975,152.53	-19.72%	14,430,235.00	3.46%	14,930,141.00
4. Other Local Revenues	8600-8799	9,359,135.36	-43.40%	5,296,927.00	0.00%	5,296,927.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	2,076,022.01	-7.33%	1,923,886.00	0.00%	1,923,886.00
6. Total (Sum lines A1 thru A5c)		40,658,121.67	-19.38%	32,778,691.00	1.53%	33,278,597.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,249,750.18		8,221,898.00
b. Step & Column Adjustment				76,231.40		76,334.71
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(104,083.58)		(112,105.71)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,249,750.18	-0.34%	8,221,898.00	-0.44%	8,186,127.00
2. Classified Salaries						
a. Base Salaries				9,163,281.67		8,083,864.01
b. Step & Column Adjustment				123,006.94		115,379.94
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,202,424.60)		(304,848.94)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,163,281.67	-11.78%	8,083,864.01	-2.34%	7,894,395.01
3. Employee Benefits	3000-3999	11,882,052.20	-2.44%	11,591,999.45	2.90%	11,927,891.76
4. Books and Supplies	4000-4999	1,033,957.06	-30.00%	723,722.49	-46.47%	387,386.00
5. Services and Other Operating Expenditures	5000-5999	9,784,733.58	-48.66%	5,023,951.00	-6.29%	4,707,976.00
6. Capital Outlay	6000-6999	50,000.00	0.00%	50,000.00	0.00%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	2,183,526.50	-19.63%	1,754,860.00	-4.44%	1,676,993.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,200,000.00	0.00%	1,200,000.00	0.00%	1,200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		43,547,301.19	-15.84%	36,650,294.95	-1.69%	36,030,768.77
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(2,889,179.52)		(3,871,603.95)		(2,752,171.77)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,746,130.48		10,856,950.96		6,985,347.01
2. Ending Fund Balance (Sum lines C and D1)		10,856,950.96		6,985,347.01		4,233,175.24
3. Components of Ending Fund Balance						
a. Nonspendable 9710-9719		0.00		0.00		0.00
b. Restricted 9740		10,856,950.96		6,985,347.01		4,233,175.24
c. Committed						
1. Stabilization Arrangements 9750						
2. Other Commitments 9760						
d. Assigned 9780						
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties 9789						
2. Unassigned/Unappropriated 9790		0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,856,950.96		6,985,347.01		4,233,175.24
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements 9750						
b. Reserve for Economic Uncertainties 9789						
c. Unassigned/Unappropriated 9790						
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements 9750						
b. Reserve for Economic Uncertainties 9789						
c. Unassigned/Unappropriated 9790						
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Significant changes are anticipated in the two subsequent years related to grants and/or one-time restricted funds that are ending. This includes but is not limited to Comprehensive Support and Improvement(CSI), Educator Effectiveness Funds, (EEF), Cal-WELL, Cal-AIM, HCAI/Capacity Grant, Justice Assistance Grant (JAG), CA Community School Partnership Program(CCSP), Universal Pre-Kindergarten (UPK), Learning Recovery Emergency Block Grant (LREBG), CA Apprenticeship Initiative (CAI) Dental Assisting, Workforce Development, and k-16 Coordination grants. Positions and extra work agreements have been reduced, removed or adjusted in the subsequent years.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		34,155.80	-0.78%	33,889.61	-0.78%	33,626.09
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	37,357,362.00	-1.15%	36,928,697.00	0.44%	37,092,234.00
2. Federal Revenues	8100-8299	6,139,449.77	-1.96%	6,019,281.00	0.00%	6,019,281.00
3. Other State Revenues	8300-8599	18,303,007.53	-19.37%	14,758,090.00	3.39%	15,257,996.00
4. Other Local Revenues	8600-8799	12,414,550.38	-32.72%	8,352,342.00	0.00%	8,352,342.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		74,214,369.68	-10.99%	66,058,410.00	1.00%	66,721,853.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				15,163,652.22		14,738,226.49
b. Step & Column Adjustment				137,924.63		131,286.24
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(563,350.36)		(82,345.70)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	15,163,652.22	-2.81%	14,738,226.49	0.33%	14,787,167.03
2. Classified Salaries						
a. Base Salaries				19,695,915.56		18,195,706.51
b. Step & Column Adjustment				260,956.40		267,900.75
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,761,165.45)		(336,027.26)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	19,695,915.56	-7.62%	18,195,706.51	-0.37%	18,127,580.00
3. Employee Benefits	3000-3999	22,019,221.11	-1.74%	21,635,745.94	3.98%	22,497,093.21
4. Books and Supplies	4000-4999	2,998,320.11	-15.99%	2,518,771.98	-13.18%	2,186,734.50
5. Services and Other Operating Expenditures	5000-5999	15,796,389.07	-33.37%	10,525,912.49	-2.25%	10,289,077.50
6. Capital Outlay	6000-6999	222,000.00	-77.48%	50,000.00	130.00%	115,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,000,000.00	0.00%	4,000,000.00	0.00%	4,000,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(158,681.82)	0.00%	(158,681.51)	0.00%	(158,681.47)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,230,000.00	0.00%	1,230,000.00	0.00%	1,230,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		80,966,816.25	-10.17%	72,735,681.90	0.47%	73,073,970.77
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(6,752,446.57)		(6,677,271.90)		(6,352,117.77)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		42,570,204.07		35,817,757.50		29,140,485.60
2. Ending Fund Balance (Sum lines C and D1)		35,817,757.50		29,140,485.60		22,788,367.83
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	10,856,950.96		6,985,347.01		4,233,175.24
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	24,960,806.54		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		22,155,138.59		18,555,192.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		35,817,757.50		29,140,485.60		22,788,367.83
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		22,155,138.59		18,555,192.59
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,765,620.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,765,620.00		22,155,138.59		18,555,192.59
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.65%		30.46%		25.39%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		6,446,965.00				
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		80,966,816.25		72,735,681.90		73,073,970.77
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		80,966,816.25		72,735,681.90		73,073,970.77
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		80,966,816.25		72,735,681.90		73,073,970.77
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,429,004.49		2,182,070.46		2,192,219.12
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		774,000.00		774,000.00		774,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,429,004.49		2,182,070.46		2,192,219.12
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
**GENERAL FUND SUMMARY 2024-25**  
**2024-25 Estimated Actuals**

	Various	06XX/1400	0830		33XX/65XX	CATS	8150	9XXX		
	General Unrestricted	Alternative Education	CTEP	Total Unrestricted	Special Education	Categoricals	Routine & Restricted Maintenance	Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	11,305,749	18,047,964	-	29,353,713	9,108,362	-	-	-	9,108,362	38,462,075
Federal Revenues	-	-	-	-	534,230	2,965,986	-	-	3,500,216	3,500,216
Federal Pass Through	4,280,598	-	-	4,280,598	-	-	-	-	-	4,280,598
Other State Revenues	310,602	1,811	-	312,412	6,196,589	12,439,616	-	-	18,636,205	18,948,617
Other Local Revenues	4,802,449	164	-	4,802,613	96,892	-	-	11,590,458	11,687,350	16,489,963
Total Revenue	20,699,398	18,049,939	-	38,749,336	15,936,073	15,405,602	-	11,590,458	42,932,134	81,681,470
Expenditures										
Certificated Salaries	2,039,569.71	4,114,997	72,264	6,226,831	4,107,874	2,873,890	-	1,586,769	8,568,534	14,795,365
Classified Salaries	7,090,601.88	2,364,753	35,213	9,490,568	4,047,094	1,436,417	466,039	2,325,012	8,274,562	17,765,130
Employee Benefits	5,087,889.96	3,602,413	51,715	8,742,018	5,504,660	3,197,835	296,886	1,832,877	10,832,258	19,574,276
Books and Supplies	870,782.99	955,052	21,758	1,847,593	60,736	289,372	76,866	284,867	711,840	2,559,433
Services, Other Operating Expenditures	720,612.33	5,249,412	20,411	5,990,436	1,388,437	3,827,809	326,377	3,106,307	8,648,930	14,639,366
Capital Outlay	315,798.10	107,874	6,090	429,762	-	229,370	-	23,709	253,079	682,841
Other Outgo	-	-	-	-	-	-	-	-	-	-
Pass Through	4,280,598.29	-	-	4,280,598	-	-	-	-	-	4,280,598
Indirect Costs	(3,333,462.53)	1,000,773	14,677	(2,318,012)	880,268	733,393	91,311	462,091	2,167,062	(150,950)
Total Expenditures	17,072,391	17,395,275	222,129.6	34,689,795	15,989,069	12,588,085	1,257,479	9,621,631	39,456,265	74,146,060
Interfund Transfers										
Transfers In	55,441	-	-	55,441.43	-	-	-	-	-	55,441
Transfers Out	(386,780)	-	-	(386,780)	-	-	-	(1,200,803)	(1,200,803)	(1,587,583)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,935,238)	(400,611)	223,130	(2,112,719)	414,697	96,253	1,346,331	255,438.39	2,112,719	-
Total Transfers	(2,266,576)	(400,611)	223,130	(2,444,057)	414,697	96,253	1,346,331	(945,365)	911,916	(1,532,141)
Beginning Balance	22,768,510.46	4,440,079	-	27,208,589.46	1,177,846.59	3,461,194.85	1,275,183.35	3,444,121.11	9,358,345.90	36,566,935.36
Audit Adjustment	-	-	-	-	-	-	-	-	-	-
Adjusted Beginning Balance	22,768,510	4,440,079	-	27,208,589.46	1,177,847	3,461,195	1,275,183	3,444,121	9,358,346	36,566,935.36
Net Increase (Decrease) in Fund Balance	1,361,430.95	254,053.18	0	1,615,484.13	361,701	2,913,770	88,852	1,023,462	4,387,785	6,003,269
Ending Fund Balance	24,129,941	4,694,132	0	28,824,073.59	1,539,548	6,374,964	1,364,035	4,467,583	13,746,130	42,570,204.07
Components of Ending Fund Balance:										
Nonspendable	-	-	-	-	-	-	-	-	-	-
Restricted	-	-	-	-	1,539,548	6,374,964.46	1,364,035	4,467,583.25	13,746,130	13,746,130
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	24,129,941	4,694,132	-	28,824,074	-	-	-	-	-	28,824,074
Assigned (Deferred Maintenance)	-	-	-	-	-	-	-	-	-	-
Committed (COPS)	-	-	-	-	-	-	-	-	-	-
Reserve for Economic Certainty	-	-	-	-	-	-	-	-	-	-

**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
**ALL FUNDS SUMMARY 2024-25**  
**2024-25 Estimated Actuals**

	Fund 01	Fund 09	Fund 10	Fund 11	Fund 12	Fund 13	Fund 14	Fund 17	Fund 35	Fund 40	Fund 56	Fund 71	
	General Fund	Charter	SELPA Pass-Through	Adult Education Block Grant	Child Development	Cafeteria	Deferred Maintenance	Special Reserve	County Schools Facility	Capitalty Outlay	Debt Service	Retiree Benefit Trust	Total of All Funds
<b>Revenues</b>													
LCFF Revenues	38,462,075	2,716,140	-	-	-	-	200,000	-	-	-	-	-	41,378,215
Federal Revenues	3,500,216	167,257	-	-	377,240	77,500	-	-	-	-	-	-	4,122,213
Federal Pass Through	4,280,598	-	4,094,661	-	-	-	-	-	-	-	-	-	8,375,259
Other State Revenues	18,948,617	392,773	3,684,958	81,345	1,128,799	84,500	-	-	-	-	-	-	24,320,992
Other Local Revenues	16,489,963	530,195	221,074	2,598	296,457	4,999	93,934	244,494	36,621	316,781	186,202	1,481,386	19,904,704
<b>Total Revenue</b>	<b>81,681,470</b>	<b>3,806,364</b>	<b>8,000,693</b>	<b>83,943</b>	<b>1,802,496</b>	<b>166,999</b>	<b>293,934</b>	<b>244,494</b>	<b>36,621</b>	<b>316,781</b>	<b>186,202</b>	<b>1,481,386</b>	<b>98,101,383</b>
<b>Expenditures</b>													
Certificated Salaries	14,795,365	1,329,647	-	28,163	16,966	-	-	-	-	-	-	-	16,170,141
Classified Salaries	17,765,130	693,270	-	15,555	519,077	-	-	-	-	-	-	-	18,993,032
Employee Benefits	19,574,276	1,030,270	-	17,125	286,143	-	-	-	-	-	-	-	20,907,814
Books and Supplies	2,559,433	433,763	-	16,692	153,484	196,800	-	-	-	-	-	-	3,360,173
Services, Other Operating Expenditures	14,639,366	330,263	-	-	652,035	-	224,911	-	-	2,300	-	806,508	16,655,383
Capital Outlay	682,841	-	-	-	-	-	-	-	612,674	825,261	-	-	2,120,776
Other Outgo	-	-	3,630,548	-	-	-	-	-	-	-	6,691,350	-	10,321,898
Pass Through	4,280,598	-	4,094,661	-	-	-	-	-	-	-	-	-	8,375,259
Indirect Costs	(150,950)	31,423	-	3,810	115,718	-	-	-	-	-	-	-	(0)
<b>Total Expenditures</b>	<b>74,146,060</b>	<b>3,848,636</b>	<b>7,725,209</b>	<b>81,345</b>	<b>1,743,422</b>	<b>196,800</b>	<b>224,911</b>	<b>-</b>	<b>612,674</b>	<b>827,561</b>	<b>6,691,350</b>	<b>806,508</b>	<b>96,904,476</b>
<b>Interfund Transfers</b>													
Transfers In	55,441	-	-	-	-	-	-	-	331,535	1,256,047	-	-	1,643,024
Transfers Out	(1,587,583)	-	-	-	-	-	-	-	-	-	(55,441)	-	(1,643,024)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Transfers</b>	<b>(1,532,141)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>331,535</b>	<b>1,256,047</b>	<b>(55,441)</b>	<b>-</b>	<b>(0)</b>
<b>Beginning Balance</b>	<b>36,566,935</b>	<b>1,828,671</b>	<b>197,149</b>	<b>1,955</b>	<b>197,581</b>	<b>88,189</b>	<b>1,186,095</b>	<b>3,371,126</b>	<b>662,844</b>	<b>3,347,654</b>	<b>6,560,590</b>	<b>13,907,865</b>	<b>67,916,653</b>
<b>Audit Adjustment</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Adjusted Beginning Balance</b>	<b>36,566,935</b>	<b>1,828,671</b>	<b>197,149</b>	<b>1,955</b>	<b>197,581</b>	<b>88,189</b>	<b>1,186,095</b>	<b>3,371,126</b>	<b>662,844</b>	<b>3,347,654</b>	<b>6,560,590</b>	<b>13,907,865</b>	<b>67,916,653</b>
<b>Net Increase (Decrease) in Fund Balance</b>	<b>6,003,269</b>	<b>(42,272)</b>	<b>275,484</b>	<b>2,598</b>	<b>59,074</b>	<b>(29,801)</b>	<b>69,023</b>	<b>244,494</b>	<b>(244,517)</b>	<b>745,268</b>	<b>(6,560,590)</b>	<b>674,878</b>	<b>1,196,907</b>
<b>Ending Fund Balance</b>	<b>42,570,204</b>	<b>1,786,399</b>	<b>472,633</b>	<b>4,553</b>	<b>256,655</b>	<b>58,388</b>	<b>1,255,118</b>	<b>3,615,620</b>	<b>418,327</b>	<b>4,092,921</b>	<b>-</b>	<b>14,582,743</b>	<b>69,113,560</b>
<b>Components of Ending Fund Balance:</b>													
Nonspendable	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted	13,746,130	238,780.85	472,633	4,553	253,769	58,388	-	-	418,327	-	-	14,582,743	29,775,324
Committed	-	-	-	-	-	-	1,255,118	-	-	-	-	-	1,255,118
Assigned	28,824,074	1,432,159	-	1,955	2,886	-	-	-	-	-	-	-	30,261,073
Assigned (Deferred Maintenance)	-	-	-	-	-	-	-	-	-	-	-	-	-
Committed (COPS)	-	-	-	-	-	-	-	-	-	4,092,921	-	-	4,092,921
Reserve for Economic Certainty	-	115,459.08	-	-	-	-	-	3,615,620	-	-	-	-	3,731,079

**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
**GENERAL FUND SUMMARY 2025-26**  
**2025-26 Proposed Budget for Adoption**

[illegible]

**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
**ALL FUNDS SUMMARY 2025-26**  
**2025-26 Proposed Budget for Adoption**

	Fund 01	Fund 09	Fund 10	Fund 11	Fund 12	Fund 13	Fund 14	Fund 17	Fund 35	Fund 40	Fund 56	Fund 71	
	General Fund	Charter	SELPA Pass-Through	Adult Education Block Grant	Child Development	Cafeteria	Deferred Maintenance	Special Reserve	County Schools Facility	Capital Outlay	Debt Service	Retiree Benefit Trust	Total of All Funds
<b>Revenues</b>													
LCFF Revenues	37,357,362	2,873,902	-	-	-	-	200,000	-	-	-	-	-	40,431,264
Federal Revenues	2,139,450	203,813	-	-	349,283	77,500	-	-	-	-	-	-	2,770,045
Federal Pass Through	4,000,000	-	4,094,661	-	-	-	-	-	-	-	-	-	8,094,661
Other State Revenues	18,303,008	436,175	2,352,304	180,886	1,237,463	84,500	-	-	-	-	-	-	22,594,336
Other Local Revenues	12,414,550	558,872	150,000	1,500	280,427	2,500	50,000	150,000	-	150,000	-	350,000	14,107,849
<b>Total Revenue</b>	<b>74,214,370</b>	<b>4,072,762</b>	<b>6,596,965</b>	<b>182,386</b>	<b>1,867,173</b>	<b>164,500</b>	<b>250,000</b>	<b>150,000</b>	<b>-</b>	<b>150,000</b>	<b>-</b>	<b>350,000</b>	<b>87,998,155</b>
<b>Expenditures</b>													
Certificated Salaries	15,163,652	1,515,859	-	61,484	6,726	-	-	-	-	-	-	-	16,747,721
Classified Salaries	19,695,916	783,073	-	33,574	528,063	-	-	-	-	-	-	-	21,040,625
Employee Benefits	22,019,221	1,307,509	-	39,820	342,483	-	-	-	-	-	-	-	23,709,033
Books and Supplies	2,998,320	236,714	-	37,486	118,218	191,000	-	-	-	-	-	-	3,581,739
Services, Other Operating Expenditures	15,796,389	538,751	-	118	739,330	-	487,000	-	-	-	-	761,330	18,322,919
Capital Outlay	222,000	-	-	-	-	-	100,000	-	300,000	1,065,000	-	-	1,687,000
Other Outgo	-	-	2,352,304	-	-	-	-	-	-	-	-	-	2,352,304
Pass Through	4,000,000	-	4,094,661	-	-	-	-	-	-	-	-	-	8,094,661
Indirect Costs	(158,682)	37,526	-	8,403	112,753	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>79,736,816</b>	<b>4,419,432</b>	<b>6,446,965</b>	<b>180,886</b>	<b>1,847,574</b>	<b>191,000</b>	<b>587,000</b>	<b>-</b>	<b>300,000</b>	<b>1,065,000</b>	<b>-</b>	<b>761,330</b>	<b>95,536,003</b>
<b>Interfund Transfers</b>													
Transfers In	-	-	-	-	-	30,000	-	-	-	1,200,000	-	-	1,230,000
Transfers Out	(1,230,000)	-	-	-	-	-	-	-	-	-	-	-	(1,230,000)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Transfers</b>	<b>(1,230,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>30,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,200,000</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Beginning Balance</b>	<b>42,570,204</b>	<b>1,786,399</b>	<b>472,633</b>	<b>4,553</b>	<b>256,655</b>	<b>58,388</b>	<b>1,255,118</b>	<b>3,615,620</b>	<b>418,327</b>	<b>4,092,921</b>	<b>-</b>	<b>14,582,743</b>	<b>69,113,560</b>
<b>Net Increase (Decrease) in Fund Balance</b>	<b>(6,752,448)</b>	<b>(346,670)</b>	<b>150,000</b>	<b>1,500</b>	<b>19,599</b>	<b>3,500</b>	<b>(337,000)</b>	<b>150,000</b>	<b>(300,000)</b>	<b>285,000</b>	<b>-</b>	<b>(411,330)</b>	<b>(7,537,849)</b>
<b>Ending Fund Balance</b>	<b>35,817,756</b>	<b>1,439,729</b>	<b>622,633</b>	<b>6,053</b>	<b>276,254</b>	<b>61,888</b>	<b>918,118</b>	<b>3,765,620</b>	<b>118,327</b>	<b>4,377,921</b>	<b>-</b>	<b>14,171,413</b>	<b>61,575,712</b>
<b>Components of Ending Fund Balance:</b>													
Nonspendable	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted	10,856,950	(119,441)	622,633	2,092	273,932	61,888	-	-	118,327	-	-	14,171,413	25,987,795
Committed	-	-	-	-	-	-	918,118	-	-	-	-	-	918,118
Assigned	24,960,806	1,426,586	-	3,961	2,322	-	-	-	-	4,377,921	-	-	30,771,596
Assigned (Deferred Maintenance)	-	-	-	-	-	-	-	-	-	-	-	-	-
Committed (COPS)	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve for Economic Certainty	-	132,582.96	-	-	-	-	-	3,765,620	-	-	-	-	3,898,203

## 2025-26 Proposed Budget for Adoption

**SANTA CRUZ COUNTY OFFICE OF EDUCATION  
GENERAL FUND SUMMARY 2027-28  
2025-26 Proposed Budget for Adoption**

[illegible]

# Other Forms

**Form A - Average Daily Attendance**

**Form ESMOE - Every Student Succeeds  
Act Maintenance of Effort**

**Form ICR - Indirect Cost Rate Worksheet**

**Form CASH - Cashflow Worksheet**

**Form PGM - EPA (Summary by Function)**



Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	851.08	877.11	905.98	841.00	867.14	898.92
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	851.08	877.11	905.98	841.00	867.14	898.92
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	91.20	91.20	91.20	91.20	91.20	91.20
c. Special Education-NPS/LCI						
d. Special Education Extended Year	6.59	6.59	6.59	6.59	6.59	6.59
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	97.79	97.79	97.79	97.79	97.79	97.79
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	948.87	974.90	1,003.77	938.79	964.93	996.71
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>	34,424.67	34,424.67	34,424.67	34,155.80	34,155.80	34,155.80
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b> Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	208.08	215.00	208.08	215.00	215.00	215.00
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	208.08	215.00	208.08	215.00	215.00	215.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	208.08	215.00	208.08	215.00	215.00	215.00

SANTA CRUZ COUNTY OFFICE OF EDUCATION  
2024-25 Estimated Actuals FORM CASH

		2024-25 Est Acts	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	37,021,257.49	37,021,257	33,579,892	32,844,031	32,382,534	29,946,946	28,406,465	36,066,611	39,796,679.43	40,807,846	40,673,178	45,688,603	42,379,873	35,546,667.46	37,021,257.49
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	23,216,973	985,227	985,227	3,779,156	1,773,407	1,773,407	2,574,035.00	1,773,407.00	1,906,974.00	2,973,213.00	1,906,974.00	1,080,865.09	1,199,058.10	506,022.75	23,216,973.08
Property Tax	8020-8079	15,444,885	19,155	36,498	230,857	39,980	25,189	7,511,846.65	717,747.97	16,522.16	12,978.03	6,056,420.59	886,249.80	1,053,040.16	(1,161,599.28)	15,444,885.31
Other	8080-8099	(199,784)	-	-	-	217	-	-	-	-	-	-	-	(200,000.40)	-	(199,783.79)
Federal Revenues	8100-8299	7,780,815	104,916	1,041,455	384,023	81,322	1,322,873	537,630.15	1,395,810.03	73,711.69	121,417.19	1,124,466.10	152,131.67	555,444.41	885,613.42	7,780,814.76
Other State Rev	8300-8599	18,948,617	373,533	709,645	275,702	404,977	335,401	646,716.22	4,522,153.93	1,517,476.76	810,856.54	426,699.99	2,129,673.56	2,850,318.80	3,945,463.27	18,948,617.37
Other Local Rev	8600-8799	16,489,963	1,653,832	406,115	1,159,303	965,546	1,072,606	1,073,552.92	1,177,985.70	2,176,584.90	1,017,159.27	2,240,407.77	1,240,199.60	1,831,290.23	475,381.17	16,489,963.09
Interfund Transfers	8910-8929	55,441	-	-	-	55,228	-	199.87	-	-	-	13.95	-	-	-	55,441.43
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		81,736,911	3,136,663	3,178,941	5,829,040	3,320,677	4,529,476	12,343,980.81	9,587,104.63	5,691,269.51	4,935,624.03	11,754,982.40	5,489,119.73	7,289,151.30	4,650,881.32	81,736,911.25
C. Disbursements																
Certificated Salary	1000-1999	14,795,365	404,594	1,375,947	1,283,372	1,342,414	1,296,745	1,300,926.91	1,315,928.57	1,287,338.59	1,302,749.57	1,317,079.05	1,248,746.78	923,188.25	396,333.82	14,795,364.50
Classified Salary	2000-2999	17,765,130	859,297	1,475,500	1,386,257	1,835,257	1,489,857	1,500,149.37	1,421,448.79	1,474,305.04	1,542,229.96	1,511,434.16	1,523,550.17	1,510,626.53	235,217.30	17,765,130.02
Employee Benefits	3000-3999	19,574,276	721,904	1,581,080	1,557,900	1,637,069	1,640,828	1,625,397.07	1,618,050.75	1,653,256.84	1,694,702.48	1,695,173.32	1,706,332.55	1,981,538.81	461,044.07	19,574,276.40
Supplies/Services	4000-5999	17,198,799	821,475	709,093	591,841	780,849	712,143	544,367.76	998,609.51	797,294.11	903,179.40	1,314,113.14	1,955,968.55	2,217,653.48	4,852,211.76	17,198,799.44
Capital Outlays	6000-6599	682,841	74,476	13,814	18,269	31,304	47,846	67,840.00	-	40,241.10	31,646.36	43,629.31	115,594.38	166,665.69	31,515.39	682,841.33
Other Outgo	7000-7499	4,129,648	-	1,001,125	(14,593)	(1,328)	1,189,894	(20,190.34)	1,043,904.22	-	(15,462.94)	-	-	66,053.82	880,246.82	4,129,648.38
Interfund Transf Out	7600-7629	1,587,583	-	-	-	55,228	5,205	-	-	-	-	1,195,598.23	161,267.09	154,306.66	15,978.28	1,587,582.87
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		75,733,643	2,881,745	6,156,559	4,823,047	5,680,792	6,382,519	5,018,490.77	6,397,941.84	5,252,435.68	5,459,044.83	7,077,027.21	6,711,459.52	7,020,033.24	6,872,547.44	75,733,642.94
Accounts Receivable	9120-9330	6,863,421	(546,329)	2,100,222	622,863	790,081	318,244	25,261.84	426,972.85	257,353.76	170,356.84	(36,650.30)	(568,036.93)	(1,555,815.69)	2,539,898.00	4,544,421.89
Accounts Payable	9510-9659	(7,317,743)	(3,149,955)	141,536	(2,090,354)	(865,553)	(5,684)	309,393.78	113,933.18	314,978.48	218,396.09	374,120.21	(1,518,352.90)	(5,546,508.02)	5,104,007.00	(6,600,041.35)
D. Net Cash Flow			(3,441,366)	(735,861)	(461,497)	(2,435,587)	(1,540,481)	7,660,145.66	3,730,068.82	1,011,166.07	(134,667.87)	5,015,425.10	(3,308,729.62)	(6,833,205.65)	5,422,238.88	3,947,648.85
E. Ending Cash			33,579,892	32,844,031	32,382,534	29,946,946	28,406,465	36,066,610.61	39,796,679.43	40,807,845.50	40,673,177.63	45,688,602.73	42,379,873.11	35,546,667.46	40,968,906.34	40,968,906.34

ACTUAL = BLUE  
TENTATIVE = PURPLE  
PROJECTED = ORANGE

Budget, July 1  
2024-25 Estimated Actuals  
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	6,612,042.00		6,612,042.00		6,612,042.00	0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable	475,417.69		475,417.69	261,013.32		736,431.01	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	7,087,459.69	0.00	7,087,459.69	261,013.32	6,612,042.00	736,431.01	0.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	Funds 01, 09, and 62			2024-25 Expenditures
Section I - Expenditures	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	79,582,279.13
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	3,656,776.28
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,485,033.74
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	682,841.33
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	4,280,598.29
5. Interfund Transfers Out	All	9300	7600-7629	1,587,582.87
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	10,206.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				8,046,262.23
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	29,800.81
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				67,909,041.43
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				1,092.11
B. Expenditures per ADA (Line I.E divided by Line II.A)				62,181.50
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total		Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		56,128,530.95		54,152.51
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		0.00		0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)		56,128,530.95		54,152.51
B. Required effort (Line A.2 times 90%)		50,515,677.86		48,737.26
C. Current year expenditures (Line I.E and Line II.B)		67,909,041.43		62,181.50
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)		0.00		0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)		MOE Met		

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 4,682,121.93
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 49,227,722.42

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.51%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 3,896,092.90
2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 1,653,248.60

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	103,675.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	23,845.88
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	344,323.10
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	36,964.74
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	6,058,150.22
9. Carry-Forward Adjustment (Part IV, Line F)	459,012.85
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	6,517,163.08
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	26,338,836.63
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	20,541,824.66
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	8,334,304.38
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	34,108.60
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	2,161,461.73
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,407,132.42
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,883,770.69
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,330,581.55
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	3,276,319.39
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	359,588.67
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	77,535.24
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,470,355.71
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	68,215,819.67
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	8.88%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see <a href="http://www.cde.ca.gov/fg/ac/ic">www.cde.ca.gov/fg/ac/ic</a> )	
(Line A10 divided by Line B19)	9.55%
<b>Part IV - Carry-forward Adjustment</b>	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	



the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	6,058,150.22
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	(257,838.69)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.83%) times Part III, Line B19); zero if negative	459,012.85
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.83%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.71%) times Part III, Line B19); zero if positive	0.00
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	459,012.85
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	459,012.85

Approved indirect cost rate: 7.83%

Highest rate used in any program: 9.71%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	385,368.11	30,174.32	7.83%
01	3025	169,244.88	13,251.88	7.83%
01	3182	161,719.84	12,662.66	7.83%
01	3183	133,352.50	10,441.50	7.83%
01	3213	195,718.02	15,324.70	7.83%
01	3310	406,790.90	24,759.10	6.09%
01	3345	349.00	27.33	7.83%
01	3385	96,576.99	5,727.01	5.93%
01	3724	710,543.37	55,635.55	7.83%
01	4035	23,696.56	1,855.44	7.83%
01	4127	34,231.66	2,680.34	7.83%
01	5630	103,431.78	8,098.71	7.83%
01	5810	888,929.27	60,449.33	6.80%
01	6018	2,130,718.60	152,609.03	7.16%
01	6054	213,160.00	16,690.43	7.83%
01	6057	151,686.14	11,877.02	7.83%
01	6332	124,291.62	9,732.03	7.83%
01	6333	374,122.74	29,293.81	7.83%
01	6383	49,276.01	3,858.31	7.83%
01	6388	143,112.31	5,724.49	4.00%
01	6500	13,321,923.87	795,039.21	5.97%
01	6510	749,943.68	44,471.66	5.93%
01	6520	71,014.56	5,560.44	7.83%
01	6546	59,806.61	4,682.86	7.83%
01	6680	34,776.96	2,723.04	7.83%
01	6685	34,776.96	2,723.04	7.83%
01	6695	182,247.92	14,270.02	7.83%
01	6770	173,323.70	4,337.56	2.50%
01	7366	211,419.63	16,468.03	7.79%
01	7399	189,572.98	14,636.85	7.72%
01	7422	137,753.02	10,786.06	7.83%
01	7435	557,190.13	34,807.00	6.25%
01	7810	2,643,809.86	192,281.87	7.27%
01	8150	1,166,168.26	91,310.97	7.83%

01	9010	9,134,911.81	462,090.57	5.06%
09	3182	151,575.63	11,868.37	7.83%
09	3310	3,536.12	276.88	7.83%
09	6500	220,805.73	17,289.91	7.83%
09	6546	8,418.45	659.16	7.83%
09	7412	12,337.94	966.06	7.83%
09	7413	4,625.80	362.20	7.83%
11	6391	76,195.24	3,809.76	5.00%
12	5035	154,967.83	12,133.97	7.83%
12	5055	109,486.23	8,572.77	7.83%
12	5160	85,792.13	6,286.87	7.33%
12	6045	7,581.62	421.38	5.56%
12	6100	2,321.25	181.75	7.83%
12	6102	83,341.70	8,091.65	9.71%
12	6110	340,439.58	26,656.42	7.83%
12	6123	8,783.46	687.74	7.83%
12	6127	213,566.78	14,843.08	6.95%
12	6128	245,324.37	19,208.90	7.83%
12	9010	218,750.76	18,633.04	8.52%

Budget, July 1  
2024-25 Estimated Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	976,099.57	19,774.28	337,426.96	1,333,300.81
2. State Lottery Revenue	8560	209,958.95		94,656.50	304,615.45
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		1,186,058.52	19,774.28	432,083.46	1,637,916.26
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	55,050.00		0.00	55,050.00
2. Classified Salaries	2000-2999	30,000.00		0.00	30,000.00
3. Employee Benefits	3000-3999	5,734.17		0.00	5,734.17
4. Books and Supplies	4000-4999	44,800.00		132,298.04	177,098.04
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	980.00			980.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			20,650.00	20,650.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		136,564.17	0.00	152,948.04	289,512.21
<b>C. ENDING BALANCE (Must equal Line A7 minus Line B12)</b>	979Z	1,049,494.35	19,774.28	279,135.42	1,348,404.05
<b>D. COMMENTS:</b>					
Access to online instructional curriculum and materials.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Santa Cruz County Office of Education 2025-26  
Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail


**Proposed Expenditures for 2025-26 Adopted Budget**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Revenue	8010-8099	3,283,043.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		3,283,043.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Functionss 1000-7999)</b>		
Instruction	1000-1999	3,283,043.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,283,043.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

Career Advancement Charter 2025-26  
Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Proposed Expenditures for 2025-26 Adopted Budget**  
**For Fund 09, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Revenue	8010-8099	43,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		43,000.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Functions 1000-7999)</b>		
Instruction	1000-1999	43,000.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		43,000.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

Date: May 27, 2025  
To: Superintendents and Chief Business Officials  
From: Liann Reyes, Deputy Superintendent – Business Services   
Subject: Background and Advice for the 2025-26 May Revise Budget

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The following document, The Common Message, provides guidance and recommendations related to the 2025-26 May Revise. It is intended to provide a consistent Statewide message for use in preparing the Second Interim Report and related multi-year projections (MYPs). Since May 2008, this document has been authored by key educational professionals throughout the State of California and is based on the latest changes and information obtained from the Department of Finance (DOF), State Board of Education (SBE), the California Department of Education (CDE) and the Fiscal Crisis and Management Assistance Team (FCMAT).

As of May, the State budget for 2025-26 is projecting a \$12 billion budget deficit due to a 4% decrease in anticipated state revenues. As a result, cuts to the *non TK-12* side of the budget are planned as well as a withdrawal from the state's Rainy Day Fund. The TK-12 education budget is largely spared from cuts in the 2025-26 budget with no reductions to key programs such as Universal Transitional Kindergarten and Expanded Learning Opportunities Program (ELOP). Absent a rebounding State economy, the future years may not be as optimistic.

Key areas for districts in Santa Cruz County to consider and watch are:

- In lieu of cutting education programs, the administration may utilize deferrals which could strain future budgets if revenues do not rebound.
- Cash Flow: Districts that have a greater percentage of their Local Control Funding Formula that is reliant on property taxes versus the State component need to maintain constant monitoring of cash flow. Cash flow is a key component of the Second Interim and is required supplemental documentation for your packet submitted to the COE. Pay particular attention to the fact that Federal dollars may not materialize based on the ever-changing landscape of the federal administration's budget. Please reach out to my team if you require any assistance or have any questions regarding cash flow projections.
- The Legislative Analyst's Office is projecting ongoing operating deficits through 2028-29, which could place significant pressure on districts' multi-year projections and future budgeting strategy.

The Santa Cruz County Office of Education continues to be a resource in assisting your district with California education funding. I encourage you to reach out to us if you have any questions or need help in this regard.



**CALIFORNIA COUNTY  
SUPERINTENDENTS**

# **The Common Message**

**2025-26 May Revision**

**BASC**

Business and Administration  
Services Committee



## Writers and Contributors

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Deficit Spending	Dean West, Orange	Michael Simonson, San Diego
Federal Funding Uncertainties	Misty Key, Ventura	Janet Riley, Merced
Cash Flow	Misty Key, Ventura	Janet Riley, Merced
Reserves/Reserve Cap	Shannon Hansen, San Benito	Liann Reyes, Santa Cruz
Attendance Recovery and Instructional Continuity	Scott Price, Riverside	Maribel Paez, Imperial
Transitional Kindergarten	Janet Riley, Merced	Dean West, Orange
Local Control and Accountability Plan (LCAP)/LREBG	Josh Schultz, Napa	Steve Torres, Santa Barbara
Summary	Jamie Dial, Kings	Nicolas Schweizer, Sacramento

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California School Boards Association
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Capitol Advisors
Fiscal Crisis and Management Assistance Team
K-12 High Speed Network
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School Services of California
Small School Districts' Association
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WestEd

# Key Guidance Based on Governor's May Revision

On May 14, 2025, Governor Gavin Newsom released the May Revision for the proposed 2025-26 State Budget. At May Revision the budget includes an increase of approximately \$2.9 billion in Proposition 98 guarantee funding over the three-year period relative to the 2024 Budget Act and a decrease of approximately \$4.6 billion from the Governor's Budget in January. The revision proposes to appropriate only \$117.6 billion for education programs in 2024-25, instead of the current calculated Proposition 98 level of \$118.9 billion. The difference between the appropriated and the calculated levels is less than at Governor's Budget, \$1.3 billion instead of \$1.6 billion. This is intended to mitigate the risk of appropriating more resources than are ultimately available when the final calculation for 2024-25 is made during the 2025-26 fiscal year. The 2025-26 budget includes \$114.6 billion in Proposition 98 funding for all TK-12 programs for continued fiscal stability to meet the obligations to TK-12 education.

The major TK-12 funding provisions in the 2025-26 May Revision are as follows:

- Adjusts the 2024-25 mandatory Proposition 98 Rainy Day fund deposit of \$1.2 billion down to \$540 million due to adjustment of capital gains revenues for the year. Additionally, a decrease in Proposition 98 guarantee triggers a mandatory withdrawal of \$540 million in 2025-26 exhausting the remaining fund balance of the reserve account.
- Funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF), LCFF Equity Multiplier and several other categorical programs outside the LCFF are reduced to 2.30% from 2.43% at Governor's Budget. Specified categorical programs receiving COLA include Special Education, Child Nutrition, Youth in Foster Care, Mandated Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. May Revision includes suspension of State Preschool Program COLA for 2025-26.
- May Revision proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026. Prior deferrals of \$246.6 million for TK-12 education from 2023-24 and 2024-25 are fully repaid in the three-year budget window.
- Provides a total of \$2.1 billion in ongoing funding (inclusive of all prior years' investments) to support the full implementation of universal transitional kindergarten (TK) so that all children who turn four years old by September 1 of the school year can enroll in TK. This is a slight decrease from the Governor's Budget estimate of \$2.4 billion. The budget also provides an accumulated amount of \$1.2 billion in on-going funding to support lowering the average student-to-adult ratio from 12-to-1 to 10-to-1 in every TK class. This is also lower than the \$1.5 billion included in the Governor's Budget for this purpose.
- Increases the proposed adjustment for the Expanded Learning Opportunities Program from \$4.435 billion to \$4.515 billion in total ongoing funds for full implementation of the

program increasing the number of LEAs that offer universal access to students from those with an unduplicated pupil percentage of at least 75% to those with an unduplicated pupil percentage of at least 55%. This funding also includes ongoing support to LEAs with less than 55% unduplicated pupils to provide access to all unduplicated pupils. Trailer bill also provides for a one-year grace period in transitioning from Tier II to Tier I. Additionally, the May Revise includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA.

- The May Revise includes \$200 million in one-time Proposition 98 funds to support evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development Framework, and \$10 million in one-time Proposition 98 funding for the Sacramento County Office of Education to partner with the UCSF Dyslexia Center to support the Multitudes screener. These funds are in addition to the following investments included at the Governor's Budget to support literacy instruction: \$500 million in one-time funds for TK-12 literacy and mathematics coaches, \$40 million in one-time funds for purchase of screening materials and training for educators to administer literacy screening, \$25 million to spend by 2029-30 to launch Literacy and Mathematics Networks within the Statewide System of Support, and \$300,000 in one-time non-Proposition 98 in 2024-25 for the Instructional Quality Commission to develop a curriculum guide and resources for teaching personal finance per Assembly Bill (AB) 2927.
- May Revise builds on the funding for teacher preparation and professional development proposed in January to:
  - Repurpose \$150 million in one-time funding for the Teacher Recruitment Incentive Grant to \$100 million in one-time Proposition 98 funding for stipends of \$10,000 for at least 500 hours of student teaching on a first-come, first-served basis. The remaining \$50 million is part of the Proposition 98 budget solution.
  - Extending by one year the deadlines for clear credential candidates who received a related waiver during the COVID-19 Pandemic to complete an induction program or two years of service, and for teacher candidates who received a related waiver during the COVID-19 Pandemic to pass the Reading Instruction Competence Assessment.
  - Allow (1) credential candidates who completed preparation programs that were aligned to the Reading Instruction Competence Assessment to take that assessment on or before October 31, 2025; and (2) the Commission on Teacher Credentialing to adopt and administer an off-the-shelf reading instruction competence assessment that meets the requirements outlined in statute for candidates who have yet to pass a reading assessment and cannot take the state's literacy performance assessment.
- Reduces the investment in the Student Support and Professional Development Discretionary Block Grant from \$1.8 billion to \$1.7 billion. The block grant maintains the flexibility to use the funding for discretionary purposes and to fund statewide priorities including: (1) professional development for teachers on the ELA/ELD framework; (2) professional development for teachers on the mathematics framework; (3) teacher recruitment and retention strategies; and (4) career pathways and dual enrollment.

Proposed funds will be disbursed based on average daily attendance (ADA) and will be available through June 30, 2029. Final expenditures must be reported to the CDE by September 30, 2029.

- The May Revision does not include any changes to Governor's Budget proposal to restore \$378.6 million in one-time funding to support the Learning Recovery Emergency Block Grant (LREBG) through 2027-28.
- May Revision proposed \$90.7 million in additional ongoing funding to fully fund the universal meals program in 2025-26 and provides \$21.9 million in additional ongoing Proposition 98 funds for the Summer Electronic Benefits Transfer (SUN Bucks) program, which provides nutrition funding to eligible students during the summer months.
- May Revision includes \$15 million in one-time Proposition 98 General Fund for Secondary School Redesign Pilot Program for a COE to administer a pilot program to redesign middle and high schools to better serve the needs of all students and increase student outcomes, and to manage a network of grantees to support peer learning and documentation of practices.
- Includes \$2 million in ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that help schools provide focused support to English learners.
- One-time property tax backfills of \$1.2 million in 2024-25 and \$8.5 million in 2025-26 for impacted basic aid school districts due to the recent wildfires in Southern California.
- A one-time \$500,000 in Proposition 98 General Fund to support the California Association of Student Councils.
- To address the projected budget shortfall, the May Revision includes a reduction of \$177.5 million in remaining, unused General Fund from a \$2 billion one-time allocation provided to the Office of Public School Construction in the 2023 Budget Act for TK-12 school facilities. These funds were made available on an as-needed basis for fire-impacted LEAs through August 2025; however, impacted schools have indicated that they do not plan to apply for the funds by this date. Proposition 2 facilities funds will be available as needed for fire-impacted LEAs moving forward.

Although the May Revision fully funds the COLA and avoids cuts to ongoing education programs, it only does so by deferring \$1.8 billion in LCFF payments from June to July of 2026. The financial impact of devastating wildfires in Southern California and federal policy and funding changes being pursued by the new federal administration bring a risk of additional state budget shortfalls in future years.

The federal administration's tariff policies and potential federal funding reductions and layoffs could negatively affect the state's economy, reduce state revenues and increase state costs. The May Revision assumes a "growth recession," a period of below-trend growth and rising unemployment, but it does not reflect a traditional economic recession. Given the inconsistent federal tariff policy, stock market volatility, heightened uncertainty among both businesses and consumers, and higher inflation expectations, the relative probability of a recession is higher than in a typical period of normal growth and stability. In a mild recession state revenues could be

around \$14 billion lower than the May Revision forecast.

Furthermore, the federal administration and Congress are considering significant cuts to education programs and to other programs, such as Medicaid, which would have a direct effect on LEA budgets but could potentially have a much larger indirect effect to the extent they force the state to redirect funding from schools to mitigate the impact of federal funding cuts. Projected declines in state revenue combined with growth in Medi-Cal costs have created a state budget deficit that is projected to grow significantly in the future. Federal funding reductions, especially to Medicaid, will significantly increase the state's budget deficit and may require the state to suspend Proposition 98 and reduce education funding.

Many LEAs continue to experience chronic student absences, long-term declining enrollment, and various cost pressures such as increased pension rates and energy costs. As a reminder, the Arts, Music and Instructional Materials Discretionary Block Grant and the Educator Effectiveness Block Grant expire on June 30, 2026, and the LREBG expires on June 30, 2028.

In addition, districts' fund balances have dwindled due to spending down of prior years' one-time revenues. The decision about how much of a general fund unrestricted fund balance is prudent to maintain will depend on each LEA's unique circumstances. For example, LEAs may be vulnerable to natural disasters or dependent on slow-growing local revenue sources and so may need to maintain a higher level in the unrestricted fund balance. The June to July funding deferral proposed in the May Revision along with cuts to federal grant funding and the state's uncertain revenue projections, add pressure locally to maintain reserves above minimum required amounts. For example, the Government Finance Officers Association (GFOA) recommends reserving an amount equal to not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses.

Given the risks associated with the state budget, LEAs should exercise caution before making any long-term commitments and LEAs should consider increasing reserves so that they can manage the deferral and absorb potential state and federal funding reductions.

# Planning Factors for 2025-26 and Multiyear Projections

Key planning factors for LEAs to include in their 2025-26 adopted budgets and multiyear projections (MYPs) based on the latest information available at the time of writing.

Planning Factor	2025-26	2026-27	2027-28
Cost-of-Living Adjustment (COLA)			
Local Control Funding Formula (LCFF) COLA	2.30%	3.02%	3.42%
Special Education COLA	2.30%	3.02%	3.42%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	26.81%	26.90%	27.80%
State Unemployment Insurance	0.05%	0.05%	0.05%
Lottery			
Unrestricted per ADA	\$191.00	\$191.00	\$191.00
Proposition 20 per ADA	\$82.00	\$82.00	\$82.00
Minimum Wage	\$16.90 <sup>1</sup>	\$17.40 <sup>2</sup>	\$17.80 <sup>3</sup>
Universal TK/ADA LCFF add-on	\$3,148.00 <sup>4</sup>	\$3,243.00 <sup>4</sup>	\$3,354.00 <sup>4</sup>



Mandate Block Grant			
School Districts			
Grades K-8 per ADA	\$39.09	\$40.27	\$41.65
Grades 9-12 per ADA	\$75.31	\$77.58	\$80.23
Charter Schools			
Grades K-8 per ADA	\$20.52	\$21.14	\$21.86
Grades 9-12 per ADA	\$57.04	\$58.76	\$60.77

<sup>1</sup>Effective January 1, 2026, <sup>2</sup>Effective January 1, 2027, <sup>3</sup>Effective January 1, 2028.

<sup>4</sup>The rates do not reflect the May Revise proposal to increase the rate to \$5,545 in 2025-26, \$5,712 in 2026-27, and \$5,907 in 2027-28.

## Deficit Spending

Although districts experienced higher fund balances as a result of unprecedented pandemic one-time funding from federal and state sources, many are returning to ongoing support levels that are much more constrained. Taking proactive steps to reduce spending early helps safeguard reserve levels, preventing their depletion, and minimizes the need for deeper reductions in the future. Assumptions in multiyear projections should be well documented, with full-time equivalent positions aligned with criteria and standards.

For any significant reductions deferred to the 2026-27 or 2027-28 fiscal year(s), it is crucial to explicitly identify these adjustments and ensure that the governing board acknowledges the stabilization measures required based on current financial conditions. Below is a sample fiscal solvency statement that can serve as a stand-alone resolution or be included in the budget approval:

### **Sample Fiscal Solvency Statement**

In preparing the 2025-26 Adopted Budget, the board acknowledges its fiduciary responsibility to maintain fiscal solvency for the current year and two subsequent fiscal years.

The district's budget stabilization plan includes position reductions, non-personnel cost reductions, and established timelines for ongoing budget planning and actions. These plans are based on the current state budget, anticipated revenue losses due to declining student enrollment, and rising ongoing costs. Under these assumptions, the board projects the need for \$XX million in budget reductions in 2026-27 and an additional \$XX million in reductions in 2027-28 to maintain fiscal solvency.

As districts potentially face declining fund balances, exercising caution when allocating funds for negotiated salary compensation is imperative. Revenue gains from COLA may be offset by declining enrollment and rising costs, including retirement contributions and health benefits. Each district's capacity to sustain compensation increases will vary based on its unique financial circumstances. Thoughtful planning and conservative financial management are critical to ensuring long-term stability.

# Federal Funding Uncertainties

Federal funding is an area about which there may be some of the greatest uncertainties regarding ongoing revenues. While federal sources make up approximately 10% of an average LEA's the budget, the complexities of layoff provisions and the timing of possible reductions makes the unknowns even harder to predict; therefore, it is imperative to plan for multiple scenarios.

It is anticipated that some of the federal programs identified for cuts would impact funding in 2026-27 for LEAs. However, nothing is certain, and these times are unprecedented. There is potential for some reductions in 2025-26.

Districts are reminded that potential reductions in federally-funded programs are on top of other pressures on their budgets – declining enrollment, increased costs, one-time funds expiring, and so on. We must also recognize that the May Revise points out that the state budget is now facing a larger deficit than previously projected. Solutions have been proposed to avoid cuts in funding for 2025-26; however, with the uncertain economic forecast, we cannot assume the 2026-27 fiscal year will maintain the same funding levels, including a funded COLA.

Districts should prepare now for multiple uncertain funding streams and ensure that elements of the known details are handled with fidelity, such as:

- Decreases in expenses commensurate with declines in enrollment.
- Reduced expenses equivalent to the amount of the one-time programs no longer funded.
- Sufficient reserves to sustain expenses when funding is unexpectedly reduced mid-year pursuant to the recent federal letters.

## Cash Flow

The May Revise proposes to pay off the cash deferral that is in effect for 2024-25. The 2025-26 proposed state budget has a projected deficit and one of the solutions to avoid a reduction in revenue to LEAs is a new cash deferral of \$1.8 billion from June 2026 to July 2026.

The accuracy of cash flow projections will be of utmost importance leading into 2025-26 given the amount of uncertainty in overall funding. If a district discovers projected low cash balances for any month, it is better to seek advice well in advance about whether a Tax and Revenue Anticipation Note (TRAN) or internal borrowing is necessary, so that the district can join a TRAN pool.

## Reserves/Reserve Cap

Given the ongoing uncertainty regarding the federal budget, including potential reductions in education-related funding, it is essential to approach fiscal planning with increased caution. Current federal budget discussions indicate possible impacts on state and local educational agencies. Maintaining strong reserves is essential to mitigate potential impacts, safeguard districts' financial stability, and ensure the continuity of essential programs and services. The Governor's May Revision for 2025-26 reflects a more constrained fiscal outlook, projecting a \$12 billion general fund deficit and proposing a range of budget solutions,

including spending reductions and funding shifts. As part of this plan, the state will draw down the Public School System Stabilization Account (PSSSA), reducing its balance to zero. As a result of this withdrawal, the local reserve cap is not expected to be triggered in either the 2025–26 or 2026–27 fiscal years. Under current law, districts subject to the 10% cap on reserves would apply in fiscal years immediately following those in which the PSSSA balance equals or exceeds 3% of the total TK–12 share of the Proposition 98 guarantee. With continued uncertainty at both the federal and state levels, careful reserve management is more important than ever. Maintaining reserves that are strategically organized and clearly documented will help ensure districts’ long-term fiscal stability.

## Attendance Recovery

Considering the state’s current budget challenges and projections, districts should take advantage of all opportunities to provide students with additional learning opportunities while recovering student average daily attendance (ADA). Beginning July 1, 2025, school districts and classroom-based charter schools can provide classroom-based students with attendance recovery opportunities to make up lost instructional time, offset student absences, and mitigate learning loss, thus also mitigating the fiscal impacts of absences.

Students may only be credited up to the lesser of: 1) 10 days attendance, or, 2) the number of their absences in that school year. Recovery time must be taught by certificated teachers of the LEA. Participation is not mandatory and shall be at the election of the student, parent, or guardian. Expanded Learning Opportunity Program (ELOP) funds may be used to fund attendance recovery programs in conjunction with, and on the same site(s) as, the LEA’s ELOP program activities. Detailed instructions and answers to common questions can be found on the CDE’s [Attendance Recovery webpage](#). You can also review a presentation from the CDE’s School Fiscal Services Division at <https://www.cde.ca.gov/fg/it/documents/aaitwebinar24.pdf>.

## Instructional Continuity

Instructional Continuity provisions focus on facilitating continuity of learning during emergencies that disrupt regular classroom instruction.

As of July 1, 2025, LEAs must include an instructional continuity plan in their comprehensive school safety plan. Plans must include procedures for student engagement within five (5) days of an emergency and hybrid or remote learning opportunities within ten (10) instructional days.

Instructional Continuity also encourages LEAs to plan to meet the instructional standards that are equivalent to independent study programs.

Form J-13A submittals for events occurring in fiscal year 2026-27 and beyond will require, LEAs to certify that they have a comprehensive school safety plan that includes an instructional continuity plan that complies with the aforementioned engagement and instructional offering

requirements. If the LEA did not offer engagement and instruction during an emergency, it must, as part of the J-13A submittal, describe the circumstances that prevented it from doing so and explain what engagement and instruction, if any, it did provide.

Detailed instructions and answers to common questions can be found on the CDE's [Instructional Continuity webpage](https://www.cde.ca.gov/re/di/or/documents/icpwebinarpresentation.pdf). You can also review a presentation from the CDE at <https://www.cde.ca.gov/re/di/or/documents/icpwebinarpresentation.pdf>.

## Transitional Kindergarten

The 2025-26 K-12 Trailer Bill includes intent language that LEAs provide language development support to multilingual learners in TK, and that local educational agencies, teachers and staff assigned to TK classrooms provide parents and guardians of pupils enrolled in TK with information regarding the benefits of multilingualism.

In addition, the Trailer Bill states that commencing with the 2027-28 school year, LEAs serving pupils in TK shall screen those pupils whose primary language is a language other than English. For the 2026-27 school year, LEAs may screen TK pupils. The screening tool will be determined by the state superintendent of public instruction in 2025-26.

Effective July 1, 2025, the adult-to-student ratio will be 1 adult to 10 students. Refer to the CDE's TK FAQ #15 under Transitional Kindergarten Class Size Ratio Information at <https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp#how-can-schools-meet-the-110-adult-to-student-ratio-requirement-upon-full-implementation-of-transitional-kindergarten-tk-in-fiscal-year-fy-2025-26-updated-09-sep-2024>.

There are separate penalties for not meeting the required 1-to-10 adult-to-pupil ratio, for not maintaining an average TK class enrollment of not more than 24 pupils for each school site, and for teachers not meeting the TK credentialing requirements listed below. The 2025-26 K-12 Trailer Bill includes language to change the class size penalty to loss of ADA funding for each student over the 24-pupil limit, which will also provide relief for mid-year TK class size growth.

- Credentialed teachers assigned to TK classes (including independent study), must meet one of the following criteria by August 1, 2025:
  - Have completed at least 24 units in early childhood education, childhood development, or both.
  - Have professional experience in a classroom setting with preschool-age children, as determined and documented by the employing LEA, that is comparable to 24 units of relevant education and meets the criteria established by the LEA's governing board or body.
  - Hold a child development teacher permit or an early childhood education specialist credential issued by the California Commission on Teacher Credentialing.

# LCAP and the Learning Recovery Emergency Block Grant

The State Board of Education (SBE) adopted revised LCAP instructions at their November 2024 meeting (see <https://www.cde.ca.gov/re/lc/>) to require the inclusion of all LREBG expenditures in the LCAP going forward. The May Revision continues to provide \$378.6 million additional LREBG funding to LEAs in 2025-26. Assuming this proposal is approved, all LEAs that were eligible for the original LREBG funding in 2022-23 will have LREBG expenditures that will need to be included in the LCAP.

For those LEAs that are already planning on carrying over LREBG funds to 2025-26, additional funds allocated through the 2025-26 budget could be incorporated into the 2025-26 budget and LCAP through a midyear update and the Annual Update in 2025-26. For LEAs that were not expecting LREBG funds in 2025-26, options might include:

- Incorporating the new allocation into their 2025-26 LCAP and budget adoption but clearly calling out in writing in the LCAP and budget assumptions that these dollars and actions are dependent on the new LREBG funds being included in the adopted state budget.
- Documenting the needs assessment in the LCAP summary sections but waiting to put the funds into the LCAP and budget. Then the dollars and actions could be added as part of the midyear update and Annual Update if the funds are approved in the state budget.
- Waiting until 2026-27 to incorporate the funds into the budget and LCAP, recognizing that even more LREBG funds may be allocated by the state in subsequent years.

LEAs should consult with their COE for specific guidance.

## Summary

This edition of the Common Message gives LEAs data and guidance for fiscal planning and for developing their 2025-26 budget and multiyear projections. The information provided for 2025-26 and beyond includes the latest known proposals and projections to assist with multiyear planning. The state budget continues to face additional risks due to the results of massive wildfires and federal policy and funding changes, which may impact both revenues and expenditures. LEAs face short-and long-term challenges, including risks to the state revenue forecast, reduced ADA due to declining enrollment and student absence rates, inflationary pressures including pension rate increases, and expired one-time funds. Because each LEA has unique funding and program needs, it remains essential that LEAs continually assess their individual situations, work closely with their respective COEs, and develop comprehensive plans to maintain fiscal solvency while preserving the integrity of their educational programs.

## SSC School District and Charter School Financial Projection Dartboard 2025-26 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2025-26 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2024-25 <sup>1</sup>	2025-26 <sup>2</sup>	2026-27	2027-28	2028-29
Department of Finance Statutory COLA	1.07%	2.30%	3.02%	3.42%	3.31%

LCFF GRADE SPAN FACTORS FOR 2025-26				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Statutory COLA of 2.30%	\$231	\$234	\$241	\$279
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,067	—	—	\$323
2025-26 Adjusted Base Grants <sup>3</sup>	\$11,323	\$10,411	\$10,719	\$12,746
Transitional Kindergarten (TK) Add-On <sup>4</sup>	\$5,545	—	—	—

\*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2024-25	2025-26	2026-27	2027-28	2028-29
California CPI		3.07%	3.42%	2.98%	2.77%	2.90%
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District)	Grades K-8 per ADA	\$38.21	\$39.09	\$40.27	\$41.65	\$43.03
	Grades 9-12 per ADA	\$73.62	\$75.31	\$77.58	\$80.23	\$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.52	\$21.14	\$21.86	\$22.58
	Grades 9-12 per ADA	\$55.76	\$57.04	\$58.76	\$60.77	\$62.78
Interest Rate for Ten-Year Treasuries		4.23%	4.56%	4.58%	4.50%	4.40%
CalSTRS Employer Rate <sup>5</sup>		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate <sup>5</sup>		27.05%	26.81%	26.90%	27.80%	27.40%
Unemployment Insurance Rate <sup>6</sup>		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage <sup>7</sup>		\$16.50	\$16.90	\$17.40	\$17.80	\$18.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2025-26	
Reserve Requirement	District ADA Range
The greater of 5% or \$88,000	0 to 300
The greater of 4% or \$88,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

<sup>1</sup>Applies to Adults in Correctional Facilities Program in the 2025-26 fiscal year.

<sup>2</sup>Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. California State Preschool Program is proposed to be excluded in 2025-26.

<sup>3</sup>Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

<sup>4</sup>Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

<sup>5</sup>California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

<sup>6</sup>Unemployment insurance rate in 2025-26 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

<sup>7</sup>Minimum wage rates are effective January 1 of the respective year.



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

## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 14.1

**Board Meeting Date:** June 12, 2025

☒

**Action**



**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools  
Dr. Marcia Russell, Associate Superintendent, Educational Services

**SUBJECT:** Memorandum Of Understanding ("MOU") - Charter School Authorization  
For Santa Cruz County Career Advancement Charter

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### BACKGROUND

The Board will consider the proposed Memorandum of Understanding (MOU), which outlines the relationship between the Career Advancement Charter (CAC) and the Santa Cruz County Office of Education (COE). Certain aspects of CAC's operations and COE's oversight responsibilities are either not addressed or insufficiently addressed in the Charter petition. Accordingly, the MOU seeks to clarify these matters and establish the applicable requirements and procedures governing COE's oversight of the Charter School.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

Approve the MOU of Charter School Authorization For Santa Cruz County Career Advancement Charter.

**MEMORANDUM OF UNDERSTANDING (“MOU”)  
Charter School Authorization  
Santa Cruz County Career Advancement Charter**

**COVER PAGE**

<b>A. “Charter School” and Address/Contact Information:</b>		<b>B. “Authorizer” and Address/Contact Information:</b>	
Santa Cruz County Career Advancement Charter <b>Denise Sony Guerra-Sanson, Executive Director</b> 229 Green Valley Rd. Freedom, CA 95019 Phone No.: (831) 466-5697 Fax: (831) 466-5607 Email Address: dsanson@santacruzcoe.org		Santa Cruz County Board of Education <b>Marcia Russell</b> Associate Superintendent, Educational Services Santa Cruz County Office of Education 400 Encinal St. Santa Cruz, CA 95060 Phone No.: (831) 466-5900 Email Address: mrussell@santacruzcoe.org	
<b>C. “MOU Effective Date”:</b>		<b>D. “MOU Expiration Date”:</b>	
July 1, 2025		June 30, 2026	
<b>E. “Authorizing Statute” (mark statute pursuant to which Charter is granted):</b>		<b>F. “Sponsoring District” (state full legal name and address of sponsoring school district):</b>	
Countywide benefit Charter School (EC 47605.6)		Santa Cruz County Office of Education	
<b>G. Funding election per EC 47651 (mark one):</b>	<b>H. Special education election per EC 47641:</b>	<b>I. Primary mode of instruction (must mark one):</b>	
Locally funded	For purposes of special education, Charter School is deemed as: A Local Educational Agency	Nonclassroom-based instruction	
<b>J. Exclusive public school employer status per EC 47611(b):</b>			
Charter School is not the exclusive public school employer of Charter School’s employee for the purposes of Government Code section 3540.1			



# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER MOU

## COVER PAGE (cont.)

### K. Charter School Organization:

Charter School is operated (mark one):

- ☐ 1. As a nonprofit public benefit corporation under California laws.
- ☐ 2. By a nonprofit public benefit corporation under California laws.
- ☒ 3. **Direct-run** by a school district

4. If K2 is marked, state name of entity that operates Charter School ("**Operator**") and contact information of Operator:

### L. School Sites and Resources Centers:

Location	Address	Type
Rountree Medium Facility	90 Rountree Ln., Watsonville, CA 95076	School site
Santa Cruz Main Jail	259 Water St., Santa Cruz, CA 95060	School site
Santa Cruz County Office of Education, Annex	399 Encinal St., Santa Cruz, CA 95060	School site
Santa Cruz County Office of Education, Admin Offices	400 Encinal St., Santa Cruz, CA 95060	Resource Center
Sequoia Schools	229 Green Valley Rd., Freedom, CA 95019	School site
Blaine Street Women's Facility	141 Blaine St., Santa Cruz, CA 95060	School site
Probation Success Center North	303 Water St., Santa Cruz, CA 95060	Resource Center
Probation Success Center South	2007 Freedom Blvd., Freedom, CA 95019	Resource Center
Santa Cruz County Office of Education, South County Site	119 West Beach St., Watsonville, CA 95076	School site

## COVER PAGE (cont.)

This MOU is made and entered into, on the last date on which this MOU is fully executed by the Parties and the Santa Cruz County Superintendent of Schools ("**County Superintendent**"), by and between Authorizer and Charter School. Authorizer and Charter School are also referred to in this MOU collectively as the "**Parties**" and individually as a "**Party**". Unless specifically defined otherwise in this MOU, terms used in this MOU shall have the same meanings as in the Charter Schools Act of 1992, California Education Code section ("**EC**") 47600 *et seq.* and related implementing regulations (collectively "**Charter Schools Act**").

This MOU contains and consists of the following:

1. Cover Page
2. General Terms and Conditions
  - Article 1: Recitals
  - Article 2: Party Relationship and Authorized Representatives
  - Article 3: Term, Termination, Renewal, Revocation, Pre-Opening, and School Closure
  - Article 4: Revision and Amendment of Charter and MOU
  - Article 5: Facilities
  - Article 6: Governance and Organizational Management
  - Article 7: Fiscal Operations
  - Article 8: Pupil Educational Program and Assessment
  - Article 9: Employees
  - Article 10: Oversight Activities and Fee
  - Article 11: Insurance and Indemnity
  - Article 12: Complaints and Disputes
  - Article 13: General Provisions
3. Appendix 1: Charter

In consideration of the covenants, conditions, and stipulations set forth in this MOU, the Parties and the County Superintendent, intending to be legally bound, agree as set forth in, and execute, this MOU. Each person executing this MOU on behalf of a Party represents that he or she is authorized to execute on behalf of, and to commit and bind, the Party to this MOU.

## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER MOU

### CHARTER SCHOOL

By: \_\_\_\_\_  
Print Name: Denise Sony Sanson  
Title: Executive Director  
Date: \_\_\_\_\_

### AUTHORIZER

By: \_\_\_\_\_  
Abel Sanchez  
President, Santa Cruz County Board of Education  
Date: \_\_\_\_\_

### SANTA CRUZ COUNTY SUPERINTENDENT OF SCHOOLS

By: \_\_\_\_\_  
Faris Sabbah  
Santa Cruz County Superintendent of Schools  
Date: \_\_\_\_\_

GENERAL TERMS AND CONDITIONS

**ARTICLE 1. RECITALS.** This MOU is based upon the following recitals, each of which is a part of this MOU:

**Section 1.1 Establishment and Purpose of Charter Schools.** The Charter Schools Act authorizes the establishment and maintenance of charter schools in the State of California ("**State**") in order to achieve particular purposes, including but not limited to, improving and increasing pupil learning, holding the charter schools accountable for meeting measurable pupil outcomes, and fostering quality public school options.

**Section 1.2 Grant of Charter.** In accordance with the Authorizing Statute designated in E on the Cover Page, Charter School submitted and Authorizer approved a petition ("**Charter Petition**") authorizing Charter School to establish and maintain a charter school in accordance with the approved Charter Petition, this MOU, the Authorizing Statute, and other applicable laws for a period of the same duration as the MOU Term ("**Charter Term**"). The Charter Petition, as approved by Authorizer and attached as **Appendix 1** to this MOU, is referred to in this MOU as the "**Charter**". By authorizing the Charter, Authorizer becomes the authorizing agency of Charter School.

**Section 1.3 Purpose of MOU.** The Parties recognize that there are matters related to Charter School's operation and Authorizer's oversight of Charter School that the Charter does not address or inadequately addresses. By this MOU, the Parties desire to address and clarify those matters and to set forth the requirements and procedures relating to Authorizer's oversight of Charter School.

**ARTICLE 2 PARTY RELATIONSHIP AND AUTHORIZED REPRESENTATIVES.**

**Section 2.1 Party Authorized Representatives.** Charter School and Authorizer designates its Authorized Representative listed on the Cover Page as its primary contact and authorizes him/her to take those actions that this MOU permits him/her to take. A Party may change its Authorized Representative by notifying the other Party in writing of the name and title of the new Authorized Representative and the effective date of the change.

**ARTICLE 3 TERM, TERMINATION, RENEWAL, REVOCATION, PRE-OPENING, AND SCHOOL CLOSURE.**

**Section 3.1 Term of MOU.** This MOU shall commence on the Charter Effective Date stated in C on the Cover Page and shall continue in full force and effect thereafter until and including the Charter Expiration Date stated in D on the Cover Page ("**MOU Term**"), unless, during the MOU Term and in accordance with this Article 3 and applicable laws, this MOU is terminated, the Charter is revoked or non-renewed, or Charter School otherwise closes or ceases to operate.

**Section 3.2 Termination of MOU.**

**3.2.1 Event of Default.** During the MOU Term, this MOU may be terminated by Authorizer upon the occurrence of any of the following events (individually "**Default Event**" and collectively "**Default Events**") and upon providing written notice of the termination to Charter School:

- (A) Any material breach of this MOU.
- (B) Revocation or non-renewal of the Charter by Authorizer or any other governmental agency with jurisdiction to so revoke or non-renew after Charter School has exhausted all avenues of appeal or legal review with such agencies or the court, or the time for Charter School to appeal or seek legal review with such agency or court, has expired, whichever is later.
- (C) Closure, or complete and permanent cessation of Charter School's program or operations for any reason.
- (D) Repeal or revocation of applicable statutes that authorize charter schools to operate within the State.
- (E) The filing by or against Charter School of a petition to have Charter School adjudged bankrupt or of a petition for reorganization or arrangement of Charter School under any law relating to bankruptcy (unless, in the case of a petition filed by Charter School, the petition is dismissed within 60 days of the date that it is filed); the appointment of a trustee or receiver to take possession of substantially

all of the assets of Charter School, where possession is not restored to Charter School within 30 days of the taking of possession; or the attachment, execution, or other judicial seizure of substantially all of the assets of Charter School, where such seizure is not discharged within 30 days.

- (F) Charter School fails to maintain, in effect and during the MOU Term, the insurance required by Section 11.2 and Charter School does not cure such failure within 10 business days of the date of written notice from Authorizer.
- (G) Any transfer or assignment in violation of Section 13.5 shall be grounds for immediate termination of this MOU and revocation of the Charter.

3.2.2 Additional Grounds. Notwithstanding the provisions in Subsection 3.2.1 above, this MOU may also be terminated as follows:

- (A) The Parties mutually agreed in writing to revoke the Charter and terminate this MOU.
- (B) Charter School voluntarily surrendering the Charter, which surrender shall be communicated to Authorizer and Superintendent in writing.

### **Section 3.3 Renewal of MOU and Charter.**

3.3.1 Renewal Petition. Charter School may petition Authorizer to renew the Charter in accordance with EC 47607(a) and (b), all applicable laws and this Section ("**Renewal Petition**").

3.3.2 Timeline and Procedure. Unless the Parties mutually agree in writing otherwise, the following timeline and procedure shall apply to Charter School's Renewal Petition and renewal of this MOU:

- (A) Submission of Renewal Petition. Charter School shall submit its Renewal Petition and a copy of the most recent Local Control and Accountability Plan to Authorizer in accordance with Authorizer's policies and procedures that are in effect at the time of the submission. The Renewal Petition shall comply with EC 47605 and 47607, and all other applicable laws.
- (B) Review and Approval of Renewal Petition. Authorizer, in accordance with EC 47605 and other applicable laws, will review the Renewal Petition and other documents that Authorizer deems proper, which may include but are not limited to, academic and financial performance, audit reports, and annual visitation reports. Authorizer may conduct a site visit of any School Site and/or any Resource Center before considering whether to approve the Renewal Petition. Charter School shall revise the Renewal Petition in accordance with EC 47607 and applicable laws.
- (C) Renewal of MOU. Subsequent to Authorizer's approval of the Renewal Petition, the Parties shall, in the form of an amendment to this MOU, renew this MOU for the term approved by Authorizer in accordance with EC 47605 and other applicable laws, and set forth any mutually agreed upon amendments to run concurrently with the term of the new charter.
- (D) Effect of Expiration of MOU Term. If this MOU is terminated due to the expiration of the MOU Term while the Renewal Petition is being reviewed and/or considered by Authorizer or while the Parties are negotiating amendments to this MOU, the MOU Term shall be extended without any action by the Parties until and including the date immediately preceding the date on which the amended or new MOU becomes effective, unless the Charter is non-renewed, revoked, or otherwise surrendered as provided for in this MOU and/or applicable laws in which case this MOU shall terminate effective on the date that the Charter is non-renewed, revoked, or surrendered.

**Section 3.4 Revocation of Charter.** Authorizer shall have the right to revoke the Charter pursuant to applicable laws and this Section. Upon revocation of the Charter, this MOU shall terminate without any notice or other action by the Parties or County Superintendent.

3.4.1 Grounds for Revocation. Authorizer shall have the right to revoke the Charter upon Authorizer's finding, through a showing of substantial evidence, that Charter School committed any of the following (individually "**Revocation Violation**" and collectively "**Revocation Violations**"):

- (A) Committed a material violation of any of the conditions, standards, or procedures of the Charter.
- (B) Failed to meet or pursue the pupil outcomes identified in the Charter.
- (C) Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- (D) Violated any provision of law.

3.4.2 General Revocation Procedure. Except for a revocation based on Authorizer's finding that a Revocation Violation constitutes a severe and imminent threat to the health or safety of pupil (see Section 3.4.3 below) or where otherwise authorized by applicable laws, the Parties shall comply with EC 47607 and any applicable implementing regulations and other applicable laws in any Revocation Violation.

3.4.3 Revocation Procedure Applicable to Violations Involving Pupil Health and Safety. If Authorizer determines in writing that Charter School has committed any Revocation Violation that constitutes a severe and imminent threat to the health or safety of one or more pupils, Authorizer may immediately:

- (A) Take any action to protect the health and safety of such pupils, including closure of the School Site and/or Resource Center on which the health and/or safety violation(s) occurred or is occurring, without providing any notice to Charter School and without providing Charter School with any opportunity to remedy the health and/or safety violation(s); and/or
- (B) Revoke the Charter by approving and delivering to Charter School a written notice of revocation based on Authorizer's determination that Charter School has committed a Revocation Violation that constitutes a severe and imminent threat to the health and safety of one or more pupils. Any appeal by Charter School of Authorizer's revocation of the Charter shall be made in accordance with EC 47607 and applicable implementing regulations, and any other applicable laws.

**Section 3.5** School Closure. If Charter School ceases operation for any reason, including but not limited to, non-renewal of the Charter, revocation of the Charter, or voluntary surrender of the Charter, Charter School shall comply with Title 5 of the California Code of Regulations ("**CCR**") Section 11962 and applicable laws.

**ARTICLE 4      REVISION AND AMENDMENT OF CHARTER AND MOU.**

**Section 4.1      Amendment to MOU.** This MOU shall be amended or modified only with the approval of and in a writing executed by Authorizer and Charter School. Any amendment to this MOU that requires performance of any services or creates any obligations on the part of County Superintendent shall be signed by County Superintendent in order to be binding on County Superintendent.

**Section 4.2      Material Revision to Charter.**

4.2.1      Submission of Material Revision. Any Material Revision, as this term is defined in Subsection 4.2.2 below, to the Charter may be made only with Authorizer's approval. Charter School may submit to Authorizer any proposed Material Revision to the Charter in accordance with Authorizer's policies and procedures that are in effect at the time of the submission.

4.2.2      Material Revision Defined. Changes to the Charter that constitute a Material Revision include, but are not limited to, the following (each referred to as a "**Material Revision**" and collectively as "**Material Revisions**"):

- (A)      Change in Charter School's legal status (i.e. merging into another nonprofit public benefit corporation; changing from a nonprofit public benefit corporation to a for-profit or non-incorporated entity; or becoming an affiliate, division, or parent corporation of another corporation or other entity).
- (B)      Any material change in Charter School's corporate charter.
- (C)      Material change to Charter School's mission statement.
- (D)      Elimination of any grade levels that Charter School is required to serve or expansion to serve any grade levels that are not in accordance with the Charter.
- (E)      Material change relating to any School Site and/or Resource Center.
- (F)      Change in Charter School's calendar affecting the number of days of instruction that Charter School is required to provide under this MOU (see Subsection 8.3.1 below).
- (G)      Change in Charter School's admissions requirements or enrollment preferences or procedures from those set forth in the Charter and this MOU.
- (H)      Material change (substantive in nature, i.e. moving from a non-classroom to a classroom-based methodology) to Charter School's educational program in terms of either content or methodology, except as required by law or upon written approval by Authorizer.
- (I)      Unless specifically set forth otherwise in the Charter or this MOU, changes to Charter School's instructional status that results in more than 20 percent of the State-required instructional minutes being designated as nonclassroom-based from classroom-based or vice versa.

4.2.3      MOU Constitute Material Revision to Charter. Upon full execution of this MOU by the Parties and County Superintendent, this MOU shall constitute a Material Revision to the Charter. This MOU shall supersede and govern instead of the Charter if there are any inconsistencies or conflicts between this MOU and the Charter.

**Section 4.3      Non-Material Amendment.** A Non-Material Revision, as this term is defined in this Section, may be made effective by Charter School through written notification to Authorizer, which notification shall be provided to Authorizer at least 10 business days before the Non-Material Revision takes effect. A "**Non-Material Revision**" include, but is not limited to, the following:

- 4.3.1      Change to Charter School's mailing address, telephone, and/or facsimile number.
- 4.3.2      Change of the individual who serves as Charter School's Authorized Representative.
- 4.3.3      Amendment to the bylaws of Charter School provided that the amendment is consistent with the Charter School's articles of incorporation.
- 4.3.4      Non-material change to Charter School's educational program in terms of either content or methodology as required by law or upon written approval by Authorizer.

**ARTICLE 5      FACILITIES.**

**Section 5.1.      Charter School Responsibility.** The Santa Cruz COE will provide facilities for the Charter School, ensuring that they are sufficient to house pupil enrollment and conducive to providing educational programs. The facilities will meet the requirements of the Charter, this MOU, and applicable laws, including having adequate space for classroom-based instruction and playground areas.

**Section 5.2      School Site.** This Section shall apply only where Charter School is operating any School Site.

**5.2.1      Number and Location.**

- (A) Charter School shall provide its primary educational services, including the delivery of instruction, only at the School Site listed in L on the Cover Page. Unless specifically stated in the Charter, Charter School shall not operate more than one schoolsites unless Authorizer has approved the additional schoolsites as a Material Revision to the Charter pursuant to Subsection 4.2.1 above.
- (B) If Authorizer granted the Charter pursuant to E1 (EC 47605(j)(1)) as designated on the Cover Page, Charter School, except where specifically authorized otherwise by law, shall operate school site(s) only within the geographic boundaries of the school district to which Charter School originally submitted the Charter Petition.
- (C) If Authorizer granted the Charter pursuant to E2 (EC 47605.5) or E3 (EC 47605.6) as designated on the Cover Page, Charter School, except where specifically authorized otherwise by law, shall operate school site(s) only within the geographical boundaries of Santa Cruz County, California.

**5.2.2      Facility Use Agreement.** Within 30 days of the date the Parties and County Superintendent fully execute this MOU and before Charter School may commence any instructional services at the School Site, Charter School shall provide Authorizer with a signed copy of the lease, purchase agreement and/or other such facilities agreement evidencing that Charter School has the right to occupy and operate its program at each School Site for at least the period covered by the MOU Term.

**5.2.3      Relocation, Addition, and Elimination.** Before relocating, adding to, or eliminating any School Site, Charter School shall comply with the following conditions:

- (A) Provide written notice to Authorizer at least 90 days in advance of the date on which Charter School intends to relocate, add to, or eliminate a School Site.
- (B) In the case of a relocation of or addition to the School Site:
  - (1) Allow Authorizer to inspect the new facility(ies) before Charter School signs a contract for or occupies the new facility(ies).
  - (2) An amendment to this MOU signed by each Party's Authorized Representative stating the full address of each new facility and the old School Site.
  - (3) Submit to Authorizer a certificate of occupancy for each new facility at least 30 days before Charter School's first day of occupancy of the new facility.
  - (4) Submit evidence to Authorizer that the new facility complies with Sections 5.4 below.
- (C) In the case of an elimination of a School Site, an amendment to this MOU signed by each Party's Authorized Representative stating the full address of the School Site that is being eliminated.

**Section 5.3      Resource Center.** This Section applies only if Charter School operates any Resource Center.

**5.3.1      Number and Location.** Charter School shall operate only the Resource Center listed in M on the Cover Page unless the provisions of Subsection 5.3.2 below are followed. For purposes of this MOU, a Resource Center shall not include places where teachers and pupils may meet from time to time on a temporary basis (e.g., public library).

**5.3.2      Addition, Elimination, or Relocation.** Before Charter School may add to, eliminate, or relocate any Resource Center, Charter School shall comply with the following conditions:

- (A) Provide written notice to Authorizer at least 90 days in advance of the date on which Charter School intends to relocate, add to, add a, or eliminate a Resource Center.
- (B) In the case of a relocation of or addition to the Resource Center or of a Resource Center:



- (1) Allow Authorizer to inspect the new facility(ies) before Charter School signs a contract for or occupies the new facility(ies).
  - (2) An amendment to this MOU signed by each Party's Authorized Representative stating the full address of each new facility and the old Resource Center.
  - (3) Submit to Authorizer a certificate of occupancy for each new facility at least 30 days before Charter School's first day of occupancy of the new facility.
  - (4) Submit evidence to Authorizer that the new facility complies with Sections 5.4 below.
- (C) In the case of an elimination of a Resource Center, an amendment to this MOU signed by each Party's Authorized Representative stating the full address of the Resource Center that is being eliminated.

**Section 5.4 Compliance with Applicable Laws and Zoning.**

- 5.4.1 Any School Site and Resource Center shall meet all health, safety and fire code requirements applicable to California charter schools, all federal and State laws applicable to charter school facilities, and the following: (a) the Americans with Disabilities Act ("**ADA**"); and (b) unless specifically exempted by law as not applicable to charter schools, the California Building Standards Code (Part 2 (commencing with Section 101) of Title 24 of the CCR), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School Site or Resource Center is located.
- 5.4.2 Any School Site and Resource Center shall be of sufficient size to house anticipated pupil enrollment safely.
- 5.4.3 Charter School shall post at each School Site, if any, and Resource Center, if any, and provide to Authorizer upon Authorizer's request a certification that such facility is located in an area properly zoned for operation of a school and has been cleared for pupil occupancy by all appropriate local authorities.
- 5.4.4 Charter School shall maintain documentation on file of all local approvals, including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances relating to each School Site and Resource Center.
- 5.4.5 Authorizer, at its discretion, may but is not obligated to inspect any School Site and/or Resource Center to ascertain Charter School's compliance with this Section. Any inspection is for the sole purposes of verifying Charter School's compliance with this Section and shall not be deemed as an assurance that the conditions of the School Site or Resource Center is safe and complies with applicable laws and building standards.

**ARTICLE 6 GOVERNANCE AND ORGANIZATIONAL MANAGEMENT.**

**Section 6.1 Mission and Purpose.** Charter School's mission statement, as approved by Authorizer, is as stated in the Charter. Any substantive change to the approved mission statement shall be considered a Material Revision to the Charter and subject to Authorizer's approval in accordance with Section 4.2. Charter School shall operate consistent with the Charter, this MOU, and all laws applicable to California charter schools and with those laws that Charter School has agreed to comply under this MOU; be governed and managed in a financially prudent manner; and achieve the pupil outcomes set out in the Charter and this MOU.

**Section 6.2 Information Posting and Update.** At all times during the MOU Term, Charter School may post on the Internet and shall have a hard copy available to provide to Authorizer, the County Superintendent, and anyone who requests, and update the information as quickly as possible whenever the information changes:

- 6.2.1 Addresses, phone numbers, and email addresses for Charter School's principal contacts.
- 6.2.2 Organizational chart displaying the relationship between the Charter School's management employees, listing all names, and if applicable, credentials that the employees hold.

**Section 6.3 Governance and Meetings.**

- 6.3.1 Governance and Management Responsibilities. Charter School shall be responsible for its governance and management, including but not limited to, the following:

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- (A) Responsible for Charter School's functions in accordance with the Charter, this MOU, all laws applicable to and those with which Charter School has agreed to comply under this MOU.
- (B) Responsible for Charter School's sound fiscal management.
- (C) Comply with and carry out the Charter and this MOU, and comply with all laws applicable to Charter School and those with which Charter School has agreed to comply under this MOU.
- (D) Responsible for hiring, evaluating, disciplining and other handling of Charter School's management employees, which shall include the executive director and the principal at each School Site.

**Section 6.4 Charter School Not Operating as Nonprofit Public Benefit Corporation or Other Entities.** Charter is not operating as a nonprofit public benefit corporation.

### **Section 6.5 Policies and Procedures.**

6.5.1 Adoption and Implementation. The Charter School shall follow the policies and procedures of the Authorizer and Superintendent which address the following:

- (A) Conflicts of Interest. Provisions to ensure that no action taken by the Charter School's officers and employees results in conflicts of interest in violation of the Political Reform Act of 1974 (Government Code section 81000 et seq.), the Corporations Code, and common laws governing conflict of interests; and verification that all Charter School's officers and employees have participated in conflicts of interest training.
- (B) Anti-Nepotism Policy. Anti-nepotism policy.
- (C) Internal Fiscal Controls. Internal fiscal control policies that meet generally accepted accounting principles ("**GAAP**") and ensure that Charter School's funds are used to most effectively support Charter School's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion.
- (D) Pupil Supervision. Supervision of Charter School's pupils while they are on any School Site or Resource Center or under Charter School's custody or supervision, and procedures for visitors to enter and leave any School Site and Resource Center.
- (E) Discipline Policies. Lists of the offenses for which Charter School pupils may and must be suspended or expelled, procedures for suspension or expulsion, procedures by which parents and pupils will be informed about reasons for suspension or expulsion, and the due process rights in regards to such disciplinary action.
- (F) Parent/Pupil Handbook. Parent/pupil handbook, including, at a minimum, detailed expectations for pupil attendance, behavior, discipline, policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue and have addressed by the Charter leadership team in the event of disagreements. In addition to the posting at the School Site (if there is any School Site) and Resource Center (if there is any Resource Center), Charter School will provide a copy of the handbook to pupils attending Charter School at the beginning of each school year, and to new pupils at the time of enrollment. Charter School shall notify parents/pupils in writing of any applicable updates to the handbook.
- (G) Health, Safety, and Emergency Plan and Procedures. Health, safety, and emergency plan and procedures, addressing, at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, and other threats to the health and safety of Charter School's pupils and staff. Charter School shall train its staff regarding response to emergencies and conduct emergency response drills for Charter School's staff and pupils. Charter School may post such plan and procedures on the Internet; shall post them at each School Site, if any, and Resource Center, if

any; shall make them available to Authorizer and anyone who requests; and update the information as quickly as possible whenever the information changes:

- (1) A copy of the health, safety, and emergency plan.
  - (2) Written evidence that Charter School staff has been trained in health, safety, and emergency procedures.
  - (3) A calendar of emergency drills for Charter School staff and pupils.
- (H) Risk Management. Risk management policies and practices to address reasonably foreseeable occurrences.

6.5.2 All policies and procedures governing Charter School shall comply with applicable State and federal laws and shall be available at Charter School's main office, may be posted on the Internet, and must be available to the Authorizer and the public upon request.

**Section 6.6 Record Keeping and Maintenance.** Charter School shall maintain records regarding all aspects of its operation, including its educational programs, pupil enrollment and attendance, employee records, finance, assets, debts, and liabilities, as required under this MOU, the Charter, and applicable laws. If the Charter is revoked, not renewed or surrendered, this MOU is terminated, or Charter School otherwise ceases to operate, Charter School shall manage all financial records in accordance with CCR 11962 and other applicable laws.

**Section 6.7 Non-Discrimination and Compliance with Applicable Laws.** Each Party shall comply with all federal, State, and local laws applicable to its performance of the obligations under the Charter and this MOU and, with respect to Charter School, shall include all laws referenced in EC 47610, the Individual with Disabilities Education Improvement Act (20 U.S.C 1400 et seq.) and related implementing regulations (collectively "**IDEA**"), and all laws with which Charter School agrees to comply under this MOU. Charter School shall comply with all federal and State anti-discrimination laws in its employment practices and rendering services under this MOU and the Charter, including but not limited to, EC 220 and 47605(d), Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; federal Executive Order 11246; the federal Rehabilitation Act of 1973, as amended; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; Title IX of the Education Amendments of 1972; the Age Act of 1975; and the ADA. Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

## **ARTICLE 7 FISCAL OPERATIONS.**

**Section 7.1 Fiscal Relationship.** Authorizer and County Superintendent shall not and do not act as Charter School's fiscal agent. Unless mutually agreed and set forth in a separate contract, Charter School shall be responsible for all fiscal and business services, including but not limited to, payroll, purchase orders, attendance reporting, and State budget forms.

### **Section 7.2 Funding Sources and Use Thereof.**

7.2.1 Election. Charter School has elected to be funded as designated in G on the Cover Page. An election to receive Charter School's funding directly shall apply to all funding that Charter School is eligible to receive, including, but not limited to, the charter general-purpose entitlements pursuant to EC 47633, the categorical block grant, other State and federal categorical aid, and lottery funds that may be available to Charter School.

#### 7.2.2 Funding.

- (A) Authorizer and County Superintendent have no obligation to apply or obtain any funding for Charter School. In addition to federal, State, and local funding sources, including but not limited to, general-purpose entitlement and statutory categorical grant funding that are available to Charter School, Charter School, at its discretion, may pursue and receive additional funds, whether public or private. Charter School shall be responsible for meeting all application, expenditure, and reporting requirements associated with such additional funds. The receipt, expenditure, and accounting for any such additional funds shall be subject to Authorizer oversight under this MOU and applicable laws.

(B) Authorizer shall cooperate with Charter School in any required processes to ensure the appropriate and timely reporting of data and the transfer of funds to Charter School.

(1) The “State aid” portion of the general-purpose entitlement shall be allocated according to the same schedule as revenue limit funds apportioned to Authorizer under EC 14041. Charter School shall be responsible for coordinating with the Sponsoring District for the transfer in lieu of property taxes in accordance with EC 47635.

(2) Any dispute about amounts due and owing shall be resolved in accordance with the dispute resolution process in Section 12.2, unless the dispute is under County Superintendent’s authority in which case the dispute shall be resolved in accordance with applicable laws.

7.2.3 Use of Funding. Charter School shall comply with all State and federal laws that apply to California charter schools relating to Charter School’s use of revenues that Charter School receives from State or federal sources. If Charter School is a nonprofit public benefit corporation, Charter School shall further comply with all State and federal laws applicable to nonprofit public benefit corporation as related to the expenditure of State and federal funding. Other sources of funding shall be used in accordance with applicable State and federal laws, and the terms and conditions, if any, of any grant or donation.

7.2.4 Reserves. Charter School shall maintain sufficient reserves to cover daily operational costs and any unforeseen contingencies.

**Section 7.3 Tuition and Fees.** Charter School shall not impose or charge any pupil tuition, contribution or attendance fee of any kind as a condition of enrollment at Charter School.

**Section 7.4 Assets.**

7.4.1 Acquisition and Management of Property. Any assets that Charter School acquires are Charter School’s property. If the Charter is revoked, non-renewed or surrendered, or Charter School otherwise ceases to operate, Charter School shall manage all assets in accordance with CCR 11962 and other applicable laws.

7.4.2 Handling Upon School Closure. If Charter School fails to open and serve pupils or closes for any reason, the provisions and requirements of Section 3.6 above shall apply.

7.4.3 Records. Charter School shall maintain records of all of Charter School’s assets acquired with any private funds that remain the property of Charter School. If Charter School’s accounting records fail to establish clearly whether a particular asset was purchased with public funds or private funds, the assets shall be deemed as having been purchased with public funds.

7.4.4 Inventory. Charter School shall maintain a complete and current inventory of all of Charter School’s non-consumable goods, equipment, and property that is over \$5,000 and shall update that inventory annually or as requested by Authorizer. The inventory shall include, at a minimum, the original purchase price and date, a brief description of the property, and serial numbers.

7.4.5 Safeguarding. Charter School shall adequately safeguard all assets over \$500 purchased with any public funds and shall produce written evidence of such assets to Authorizer upon Authorizer’s request.

**Section 7.5 Contracts.**

7.5.1 Charter School Sole Responsibility.

(A) Charter School shall have no authority to extend the faith and credit of Authorizer or County Superintendent to any third party. Charter School may contract in its own name but all contracts shall be at Charter School’s sole responsibility and liability. Charter School shall clearly indicate to vendors and other entities and individuals that the obligations of Charter School under contracts are solely those of Charter School and are not those of Authorizer or County Superintendent.

(B) Authorizer and County Superintendent shall have no responsibility and obligations under, and no liability, for any contracts between Charter School and any third party.

7.5.2 Business Services Agreement with Third party. When Charter School enters into any Business Services Agreement with any third party (“Business Services Provider”), the Charter School will utilize the systems

and protocols of the Santa Cruz COE and provide the Authorizer and County Superintendent with written notice stating the name of the third party and attaching a copy of the proposed **Business Services Agreement**. All agreements are subject to approval by the County Superintendent of Schools.

A Business Services Agreement shall include, without limitation, the following requirements and those set forth in Section 7.6 below:

- (1) Services to be Provided. The specific services that Business Services Provider shall provide and the respective roles and responsibilities of Business Services Provider and Charter School in the management and operation of Charter School, including for example development, approval and oversight of Charter School's budget; development, approval and oversight of Charter School's curriculum; and oversight of Business Services Provider's services.
- (2) Charter School Responsibility. Charter School retains, at all times, ultimate responsibility for Charter School's budget and curriculum.
- (3) Accountability. Business Services Provider shall be accountable to Charter School, including specifically addressing how Charter School will evaluate and hold Business Services Provider accountable in relation to the performance requirements in this MOU and the Charter.
- (4) Termination of Business Services Agreement. Charter School shall have the right to terminate the Business Services Agreement at any time with or without cause.
- (5) Provision of Information. Business Services Provider shall furnish Charter School with all information deemed necessary by Charter School or Authorizer for Charter School to properly complete the budget, quarterly reports, and financial audits required under the Charter or this MOU.
- (6) Fingerprinting and Criminal Background Checks. Business Services Provider's employees or contractors who have more than minimal contact with Charter School's pupils shall submit to criminal fingerprinting and criminal background checks in accordance with EC 45125.1.
- (7) Compliance with Funding Sources. Business Services Provider shall comply with all requirements, terms, and conditions established by any federal and State funding source.
- (8) Selection of Auditor. Charter School shall be responsible for selecting and hiring the auditor for the independent Annual Audit required by this MOU.
- (9) Applicable Laws. California laws govern the Business Services Agreement and any dispute or legal proceeding arising out of or relating to the Business Services Agreement.
- (10) Contract Term. The term of the Business Services Agreement shall not exceed the MOU Term.
- (11) Contract Amount. The cost for Business Services Provider's services.

Charter School shall provide Authorizer with a copy of any fully executed Business Services Agreement no later than 15 days after full execution by Charter School and the Business Services Provider.

#### 7.5.3 Other Services Contracts.

- (A) Contract with County Superintendent. Upon mutual agreement set forth in a separate contract with Charter School, County Superintendent may provide Charter School with the following services on a fee-for-service basis in accordance with County Superintendent's established fee schedule, which may be revised from time to time: (1) financial system; (2) payroll, and/or (3) accounts payable. Charter School, upon mutual agreement set forth in writing, may contract with Authorizer or County Superintendent for other services.
- (B) Contract for Special Education Services. Upon mutual agreements between Charter School and its contract service providers, Charter School may contract for services related to special education in accordance with Subsection 8.9.5(B) below.

#### **Section 7.6 Financial Reports, Budgets, and Records.**

- 7.6.1 Financial Reports. All financial reports shall be presented in the format prescribed by the CDE or, if there is no legally prescribed format, in GAAP/FASB approved nonprofit format.
- 7.6.2 Budget. Charter School's budget shall include, without limitation, the following itemized information:



- (A) All expenses and anticipated expenses associated with Charter School's operation and management.
- (B) All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts, if any, paid to any Business Services Provider or under a Business Services Agreement. Such reporting shall state the sources of revenue on which fees are based.
- (C) All repayments for any loans made to Charter School, including any loans made to Charter School by the Business Services Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.
- (D) All investments in Charter School, including any investments by the Business Services Provider, including the expected returns on equity for such investments.

7.6.3 Financial Statements. Financial statements filed by Charter School shall reflect its entire financial operations, including an itemized accounting of all amounts paid to Business Services Provider or paid for services under the Business Services Agreement, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in Charter School's annual budget or the Business Services Agreement.

7.6.4 Reporting of Loans and Investments. All loans to or investments, if any, in Charter School by the Business Services Provider must be evidenced by appropriate documentation, either in the Business Services Agreement or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on Charter School's books and clearly state Business Services Provider's expected return on equity.

#### **ARTICLE 8      PUPIL EDUCATIONAL PROGRAM AND ASSESSMENT.**

##### **Section 8.1      Compliance with Laws and Non-Discrimination.**

- 8.1.1 In accordance with EC 220 and other applicable State and federal laws, Charter School shall not discriminate against any pupil based on race, ethnicity, national origin, sexual orientation, gender, marital status, religion, mental or physical disability, or any other characteristics that is contained in the definition of hate crimes set forth in Penal Code section 422.55. Pupil enrollment at Charter School shall be open to any eligible child as provided by federal and State laws and Charter School shall not prohibit any pupil from enrolling or continuing enrollment at Charter School based upon the pupil's record of academic performance, status as an "at-risk" pupil, disability status, and/or social or economic status. Charter School shall not deny enrollment to any pupil based on the availability or lack of special education and related services at Charter School.
- 8.1.2 Charter School shall be subject to and comply with all federal and State laws prohibiting discrimination based on disability, including but not limited to, the IDEA, State laws regarding the education of individuals with exceptional needs, Section 504 of the Rehabilitation Act of 1973 ("**Section 504**"), and the ADA.
- 8.1.3 Charter School shall comply with all federal and State recordkeeping requirements including, but not limited to, the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g ("**FERPA**").

##### **Section 8.2      Recruitment and Enrollment.**

###### **8.2.1      Admission and Enrollment.**

- (A) Generally. Pupil recruitment and enrollment in Charter School shall be conducted in accordance with the Charter, this MOU, and all applicable laws. Charter School shall admit all pupils who wish to attend Charter School regardless of the pupil's place of residence or his or her parent or legal guardian within the State, except as described in EC 51747.3. If the number of pupils who wish to attend Charter School exceeds its capacity, attendance shall be determined by a public random drawing and preference, except where allowed otherwise by law or approved by Authorizer in writing, shall be extended to pupils who currently attend Charter School and reside in Santa Cruz County.
- (B) Pupils with Special Needs. Charter School shall recruit individuals with special needs ages 0-22 years in a continuous Child Find System in accordance with the grade levels that Charter School offers.

Charter School shall notify parents in writing of their rights in the parent's home language and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

- (C) Age, Grade Range, and Number of Pupils. Charter School shall provide instruction to pupils in such grades and numbers in each year of its operation as described in the Charter.
- (D) Pupil Teacher Ratio. Charter School shall comply with applicable Education Code and California Code of Regulations with regard to pupil teacher ratio.
- (E) Tuition. As stated in Section 7.3 above, Charter School shall not impose or charge any pupil tuition, contribution or attendance fee of any kind as a condition of enrollment at Charter School.

8.2.2 Information Regarding Pupil Enrollment and Admission. Charter School may post the following information on the Internet and shall make available to Authorizer and anyone who requests, and update the information as quickly as possible whenever the information changes:

- (A) Descriptions of outreach and recruitment activities that Charter School conducted during the last academic year to reach the target pupil population.
- (B) Procedures for application, enrollment and admission, and random drawing if pupil enrollment achieves capacity.
- (C) A copy of any application and enrollment forms and information provided to prospective pupils and their families.
- (D) Documentation that start-up enrollment is consistent with the enrollment numbers in the Charter.

### **Section 8.3 Instruction and Pupil Attendance.**

8.3.1 School Days and Hours of Operation. Charter School's days and hours of operation shall not be materially less, defined as more than 10 percent less total time, than those set forth in the Charter. In no event shall the days of operation of a School Site (if there is any School Site) be fewer than 175 days per "**Fiscal Year**" (July 1 through June 30 of the succeeding calendar year) unless specifically authorized otherwise by applicable laws and Charter School shall not offer fewer than the number of instructional minutes required by EC 47612.5(a). If Charter School is in its first year of operation, Charter School may only commence instruction within the first three months of the Fiscal Year (no later than September 30) as required by EC 47652(c).

8.3.2 Classroom-Based School. This Subsection 8.3.2 applies to Charter School only if Authorizer has approved Charter School, as indicated in I1 on the Cover Page, to provide classroom-based instruction as Charter School's primary mode of instruction.

- (A) Classroom-Based Instruction. Charter School shall provide a classroom-based instruction program such that at least 80 percent of the instructional time that Charter School offers is at a School Site. Charter School shall require that all pupils attend instruction for at least 80 percent of the minimum instructional time that Charter School offers. If Charter School fails to comply with this paragraph (A), Charter School shall file a funding determination in accordance with EC 47634.2.
- (B) Independent Study. Charter School, on a case-by-case basis, may provide independent study for pupils on a short-term such as may be needed due to travel, extended illness, or other situations that prevent a pupil from attending classroom-based instruction. If Charter School provides any independent study, Charter School shall submit to Authorizer for review and approval a detailed plan indicating how Charter School will comply with requirements applicable to independent study by charter schools and comply with the provisions of Subsection 8.3.3 below.

8.3.3 Nonclassroom-Based Instruction. This Subsection 8.3.3 applies to Charter School only if Authorizer has approved Charter School, as indicated in I2 on the Cover Page, to provide nonclassroom-based instruction (also refer to in this MOU as "**independent study**") as Charter School's primary mode of instruction or if Charter School provides independent study pursuant to Subsection 8.3.2(B) above.

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- (A) Charter School shall comply with all laws applicable to the provision of independent study by charter schools, including but not limited to, Part 28, Chapter 5, Article 5.5 (commencing with Section 51745) of the Education Code and implementing regulations.
- (B) Before Charter School may claim average daily attendance on attendance reporting forms for any pupil on independent study, Charter School must adhere to Authorizer and Superintendent Policies adopted policies and master agreements, and that all forms and procedures are in conformance with all laws to independent study by charter schools, including but not limited to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and applicable implementing regulations.

8.3.4 Attendance Reporting. Charter School shall be responsible for accounting and reporting of its daily and monthly attendance, and complying with all laws applicable to such accounting and reporting.

8.3.5 Instructional Materials. Charter School shall provide and ensure that pupils enrolled at Charter School are provided with sufficient instructional materials, including but not limited to, textbooks for use in the classroom and at home, sufficient laboratory equipment, and computers with appropriate software programs and training.

### Section 8.9 Special Education.

8.9.1 Requirements Applicable to Charter School that is Deemed *Public School* of Authorizer for Special Education Purposes. If Charter School is deemed, as stated in H1 on the Cover Page, as a public school of Authorizer, the following shall apply in addition to Subsections 8.9.3 to 8.9.8 below:

- (A) Relationship Between Santa Cruz North County SELPA, Authorizer, County Superintendent, and Charter School.
  - (1) County Superintendent, designated as the Santa Cruz County Office of Education in the Santa Cruz County Local Plan for Special Education, is a local educational agency ("**LEA**"), as this term is defined in EC 47640, in the Santa Cruz North County Special Education Local Plan Area ("**North County SELPA**").
  - (2) Charter School shall be deemed a public school of Authorizer for purposes of special education and, unless required otherwise by the Santa Cruz North County SELPA, shall be considered a school of County Superintendent for purposes of participation by County Superintendent and Charter School in the SC North County SELPA.
  - (3) Neither Authorizer nor County Superintendent shall be considered, deemed, or designated as the school district of residence of any of Charter School's pupils for purposes of special education or the SC North County SELPA.
- (B) Policies and Procedures. Charter School shall adopt and comply with policies and procedures regarding the identification, assessment, placement, and provision of services to pupils with disabilities. Charter School shall comply with: (1) all policies, administrative regulations, procedures and other requirements of the North County SELPA, as they may be amended from time to time and, including but not limited to, the SC North County SELPA's Funding Allocation Plan; and (2) all policies and administrative regulations of Authorizer and/or County Superintendent, as they may be amended from time to time, regarding services to special education pupils, including the provision of special education to pupils until the age of 22 if required by a pupil's IEP. If there is any conflict or inconsistency between the policies, administrative regulations, procedures, and requirements of Charter School, the Santa Cruz North County SELPA, Authorizer, or County Superintendent regarding services to special education pupils, the conflicts shall be resolved by giving precedence in the following order: (1) Santa Cruz North County SELPA, (2) County Superintendent, (3) Authorizer, and (4) Charter School.



- (C) Authorizer Responsibilities. Authorizer shall have only oversight responsibilities, as stated in Article 10 below, relating to Charter School's special education, which oversight responsibilities, as stated in Article 10, are delegated by Authorizer to County Superintendent.
- (D) County Superintendent Responsibilities. County Superintendent shall have the following responsibilities concerning the participation of Charter School in the Santa Cruz North County SELPA:
  - (1) Transfer of special education funding as provided in Subsection 8.9.6(B) below.
  - (2) Provide to Charter School information and a copy of any document that the Santa Cruz North County SELPA provides to County Superintendent and that relates to or affects Charter School, including the Santa Cruz North County SELPA decisions, policies, and procedures.
  - (3) As appropriate, facilitate and coordinate communications and services between Charter School and the Santa Cruz North County SELPA.

8.9.2 Requirements Applicable to Charter School that is Deemed LEA for Special Education Purposes. If Charter School is deemed, as stated in H2 on the Cover Page, as a LEA for purposes of special education, this Subsection 8.9.2 and Subsections 8.9.3 to 8.9.8 below shall apply effective on the date that the Santa Cruz North County SELPA or another special education local plan area accepts Charter School as a member LEA. As used in this Subsection 8.9.2 and in Subsections 8.9.3 to 8.9.8 below, "**SELPA**" shall mean the Santa Cruz North County SELPA or another special education local plan area that accepts Charter School as a member in accordance with EC 47641(a).

- (A) Relationship between Authorizer, County Superintendent, SELPA, and Charter School.
  - (1) Charter School will participate as a LEA and member in SELPA and shall be deemed a LEA for purposes of compliance with federal and State special education laws and eligibility for federal and State special education funds, including the IDEA and EC 56000 et seq.
  - (3) Neither Authorizer nor County Superintendent shall be considered, deemed, or designated as the school district of resident of Charter School's pupils for purposes of special education or SELPA.
  - (4) Services that the Santa Cruz North County SELPA may provide to Charter School if Charter School is a LEA member in the Santa Cruz North County SELPA include, but are not limited to, administrative services, Special Education Information System ("**SEIS**") or other IEP and data collection software that the Santa Cruz North County SELPA may use, California Special Education Management System ("**CASEMIS**"), and special education compliance issues.
  - (5) Provided that Charter School is a LEA member in the Santa Cruz North County SELPA, professional development trainings will be available to Charter School staff for the same fee that is charged to attendees from LEAs within the Santa Cruz North County SELPA.
- (B) Policies and Procedures. Charter School shall adopt and comply with policies and procedures regarding the identification, assessment, placement, and provision of services to pupils with disabilities. Charter School shall also comply with all policies, administrative regulations, procedures and other requirements of SELPA, as they may be amended from time to time and, including but not limited to, SELPA's Funding Allocation Plan. If there is any conflict between Charter School's policies and procedures and the policies, administrative regulations, procedures and other requirements of SELPA, those of SELPA shall govern.
- (C) Authorizer Responsibilities. Authorizer shall have only oversight responsibilities, as stated in Article 10, relating to Charter School's special education, which oversight responsibilities, as stated in Article 10, are delegated by Authorizer to County Superintendent.

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- (D) County Superintendent Responsibilities. County Superintendent shall be responsible only as required by Subsection 8.9.5(C) below concerning Referred Special Education Pupils.
- 8.9.3 Change of Status for Special Education Purposes. Any change in Charter School's status from a public school within Authorizer to a LEA or vice versa, and any change in any of Charter School's special education policies and procedures may be approved in writing by County Superintendent and upon such approval shall constitute an amendment to this MOU. Charter School shall notify Authorizer in writing of any such change by no later than October 1 in the school year before the school year in which the change will take effect.
- (A) Upon County Superintendent's written approval of Charter School's status change from a public school of Authorizer to a LEA, Section 8.9.2 shall apply and Section 8.9.1 shall cease to apply. Upon County Superintendent's written approval of Charter School's status from a LEA to a public school of Authorizer, Section 8.9.1 shall apply and Section 8.9.2 shall cease to apply.
- (C) If Charter School is a LEA, either as stated in the Charter or pursuant to Paragraph (A) above, and Charter School desires to become a LEA of another SELPA for purposes of special education, Charter School shall: (1) will request permission from Authorizer of any such change by no later than October 1 in the school year before the school year in which the change will take effect and shall comply with Subsection 4.2.1 governing Material Revisions; (2) continue to comply with all laws that apply to the provision of special education by charter schools (including but not limited to the IDEA and State special education laws); and (3) comply with Sections 8.9.4, 8.9.5, 8.9.6(A), 8.9.7(A), and 8.9.8 below except that any reference to the Santa Cruz North County SELPA shall instead mean the SELPA with which Charter School has joined. Authorizer shall have only oversight responsibilities, as stated in Article 10, relating to Charter School's special education, which oversight responsibilities, as stated in Article 10, are delegated by Authorizer to County Superintendent.
- 8.9.4 Compliance with Applicable Laws. Charter School shall comply with all laws that apply to the provision of special education by charter schools and those laws set forth in this MOU, which shall include but are not limited to the IDEA and State special education laws.
- 8.9.5 Provision of Special Education Services to Pupils.
- (A) Charter School Responsibilities. Charter School shall provide, or contract with qualified third party(ies) to provide, special education and related services to Charter School's pupils who are determined by Charter School to have a disability, including the following:
- (1) Coordination with Authorizer and SELPA. Cooperate and coordinate with Authorizer and SELPA to ensure that Charter School's pupils who have disabilities are served in accordance with the SELPA local plan, policies, procedures and requirements, this MOU, the Charter, and applicable laws.
- (2) Eligibility Determination.
- (a) Establish and have Charter School's IEP team decide issues regarding eligibility, goals/objectives, program, placement, and exit from special education.
- (b) Identify and assess pupils who have or may have exceptional needs that qualify them to receive special education services.
- (c) Develop, maintain, and implement policies and procedures in accordance with State and federal laws to ensure identification and assessment of pupils who have, or may have, exceptional needs.
- (2) Student Study Team Process. Implement a Student Study Team ("**SST**") Process, a regular education function that may include collaboration with special education support and services, to provide intervention, monitor, and guide referrals of general education pupils for special education assessment and services.

- (4) Education.
- (a) Assure that special education pupils attending Charter School receive a free appropriate public education ("**FAPE**") under the IDEA and State law, and provide special education instruction to pupils according to each pupil's individualized education plan ("**IEP**").
  - (b) Provide all appropriate special education and related services to pupils with disability, including development and implementation of written IEPs in accordance with applicable State and federal laws and as required by a pupil's IEP, including, but not limited to, initial evaluations and reevaluations, occupational therapy, physical therapy, speech therapy, paraprofessional services, school psychology service, school health care services, and transportation services.
  - (c) To the extent that the agreed-upon IEP requires special education or related services to be delivered by staff other than Charter School staff, arrange for such services.
  - (d) Work and consult with the pupil's school district of residence to develop an appropriate placement if Charter School, as indicated on J2 on the Cover Page, will provide non-classroom-based instruction as the primary mode of instruction but such instruction is determined not to be an appropriate mode of instruction as decided by Charter School's IEP team.
  - (e) Provide all necessary accommodations and instructions and curricular modifications as required by a pupil's IEP.
- (5) Discipline. Comply with, and ensure that Charter School's discipline procedure for suspension and expulsion of pupils with disabilities comply with State and federal laws.
- (6) Assessments. Determine, in accordance with State and federal laws, which special education assessments are necessary, including assessments for pupils who are referred to County Superintendent for regionalized programs, and annual and tri-annual assessments.
- (7) Complaints and Due Process Claims. Immediately notify Authorizer and SELPA, in addition to utilizing an Assisted Dispute Resolution ("**ADR**") process, on any matter that may result in a due process claim or any complaints by or to State or federal agencies relating to Charter School's special education program and/or pupils with qualifying disabilities. Charter School shall initiate and pursue, when necessary and at Charter School's own expense, due process hearings and claims as needed to comply with applicable laws. If a parent or guardian pursues a due process claim or any third party pursues a complaint, Charter School shall, at Charter School's own expense, defend all aspects of the claim or complaint and pay for any resulting settlement or judgment.
- (B) Contract for Non-Severe-Disability Special Education Services. Upon mutual written agreement, Charter School may contract with County Superintendent or other qualified providers to provide special education and related services to Charter School's pupils who do not have severe disabilities and have not been referred to the FCOE Special Education Department as a Referred Special Education Student. Charter School, upon mutual agreement, may also contract with County Superintendent or SELPA for administration of Charter School's special education programs. Unless provided otherwise in the separate agreement, County Superintendent will invoice Charter School on a semi-annual basis for any contracted services or excess costs associated with a pupil's IEP/ISP.
- (C) Special Education Services for Severally-Disabled Pupils. County Superintendent, through the special education department ("**FCOE Special Education Department**"), offers special education and related services for pupils who have severe disabilities and who have been referred, in accordance with the Santa Cruz North County SELPA's policies, procedures, and requirements, by the Santa Cruz North County SELPA and the pupils' school districts of residence (which are LEA members of the Santa Cruz

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North County SELPA) to the FCOE Special Education Department for special education services (“**LEA Member Referred Special Education Pupils**”). Charter School, in coordination with the Santa Cruz North County SELPA and provided that Charter School is a LEA member of the Santa Cruz North County SELPA, may refer its pupils who have severe disabilities to the FCOE Special Education Department for special education services (“**Charter School Referred Special Education Pupils**”). LEA Member Referred Special Education Pupils and Charter School Referred Special Education Pupils are collectively referred to as “**Referred Special Education Students**”. If Charter School is a LEA and has, with Authorizer’s approval, joined another SELPA, Charter School may contract with County Superintendent for special education and related services for pupils who have severe disabilities, provided that County Superintendent agrees to provide such services.

### 8.9.6 Responsibility for and Allocation of Funding Sources for Special Education.

- (A) Charter School Funding Responsibility. Regardless of whether Charter School is deemed a public school of Authorizer or a LEA for purposes of special education, Charter School shall comply with the following with respect to funding for special education services for Charter School’s pupils:
- (1) Agrees that any delay in State and federal special education funding, or allocation of funding from the SELPA shall not delay services that Charter School provides to its pupils.
  - (2) Provide funding above and beyond State and federal special education funding if such additional funding is necessary to provide services to Charter School’s special education pupils.
  - (3) May use funds that Charter School is eligible to receive to contract for special education and/or related services. Funds that Charter School receives for special education shall be used only to pay for special education services, which shall include, but are not limited to:

1. Adapted Physical Education	11. Individual and Small Group Instruction	21. Speech Language Pathology
2. Audiology	12. Sign Language Interpreter	22. Transition
3. Positive Behavioral Intervention Support	13. Note Taking	23. Visually Impaired
4. Braille Transcription	14. Occupational Therapy	24. Vocational Counseling
5. Deaf and Hard of Hearing	15. Orientation and Mobility	25. Vocational Education Training
6. Group Counseling	16. Orthopedically Impaired	26. Psychological Services
7. Health and Nursing- Other Service	17. Physical Therapy	27. Alternative Dispute Resolution
8. Health and Nursing- Specialized Physical Health Care	18. Social Work	28. Facilitated IEPs
9. Home and Hospital	19. Specialized Driver Training	29. Special education administrative oversight
10. Individual Counseling	20. Specialized Services for Low Incidence Disabilities	30. Facilitated communication services

- (B) Funding Allocation from Santa Cruz North County SELPA. This paragraph applies to Charter School if it is deemed a public school of Authorizer for purposes of special education:
- (1) Charter School acknowledges and agrees that Authorizer and County Superintendent have no pupils of their own who receive or will receive special education services through the Santa Cruz North County SELPA. However, County Superintendent, through the FCOE Special Education Department, offers special education services to Referred Special Education Pupils. Accordingly, all funds that County Superintendent will generate as a LEA member of

the Santa Cruz North County SELPA will be the result of pupils who are enrolled at Charter School or other charter schools that are deemed to be a public school of Authorizer (**"Other Authorizer Charter Schools"**), or who are Referred Special Education Pupils of other LEA members of the Santa Cruz North County SELPA (collectively **"FCOE SELPA Funding"**).

- (2) The FCOE SELPA Funding shall be allocated to County Superintendent in accordance with the Santa Cruz North County SELPA's Funding Allocation Plan, as it may be amended from time to time. Within 30 days of County Superintendent's receipt of the FCOE SELPA Funding, County Superintendent shall allocate the FCOE SELPA Funding to the FCOE Special Education Department, Charter School, and each of the Other Authorizer Charter Schools in accordance with the Santa Cruz North County SELPA's Funding Allocation Plan, as it may be amended from time to time, treating each of them as if each is a LEA member of the Santa Cruz North County SELPA for purposes of allocation of the FCOE SELPA Funding.

**8.9.7 Responsibility for and Allocation of Cost for Special Education.**

- (A) Charter School Cost Responsibility. Whether Charter School is deemed a public school of Authorizer or a LEA for purposes of special education, Charter School shall be solely responsible for all cost of special education and related services provided to Charter School's pupils, including but not limited to: (1) all costs for and staff of all special education and support services; (2) all costs for specialized transportation as designated in a pupil's IEP; and (3) any monetary contribution that is required by SELPA for SELPA to provide special education services throughout SELPA.
- (B) Allocation of Cost from Santa Cruz North County SELPA Where Charter School is Public School of Authorizer. This paragraph applies to Charter School only if Charter School is deemed a public school of Authorizer for purposes of special education:
  - (1) Charter School acknowledges and agrees that Authorizer and County Superintendent have no pupils of their own who receive or will receive special education services through the Santa Cruz North County SELPA. However, County Superintendent, through the FCOE Special Education Department, offers special education services to Referred Special Education Pupils. Accordingly, all costs that County Superintendent will incur as a LEA member of the Santa Cruz North County SELPA will be the result of services provided through the Santa Cruz North County SELPA to Charter School Referred Special Education Pupils and pupils of the Other Authorizer Charter Schools who have severe disabilities and are referred to the FCOE Special Education Department for special education (collectively **"FCOE SELPA Cost"**).
  - (2) Charter School shall be responsible for Charter School's share of the FCOE SELPA Cost and of any contribution required of County Superintendent by the Santa Cruz North County SELPA. Within 30 days of County Superintendent's receipt of an invoice or statement of the FCOE SELPA Cost, County Superintendent shall allocate and invoice the FCOE SELPA Cost to Charter School and each of the Other Authorizer Charter Schools in accordance with the Santa Cruz North County SELPA's Funding Allocation Plan, as it may be amended from time to time, treating each of them as if each is a LEA member for purposes of allocation of the FCOE SELPA Cost. Charter School shall pay Charter School's portion of the FCOE SELPA Cost to County Superintendent within 30 days of the date of County Superintendent's invoice.
- (C) Allocation of Cost from SELPA Where Charter School is LEA. This paragraph applies to Charter School only if it is deemed a LEA for purposes of special education. Charter School shall be responsible for all costs that are incurred by or to Charter School, Authorizer, County Superintendent, or the FCOE Special Education Department for special education services provided through SELPA for Charter School's pupils and any contribution required by SELPA for Charter School to be a LEA of SELPA. Unless SELPA requires otherwise, Charter School shall pay all such costs and contribution to SELPA within 30 days of the date of SELPA's invoice or statement.

8.9.8 **Special Education Records.** In addition to those obligations in Section 8.12, Charter School shall have the following responsibilities with respect to records relating to special education pupils:

- (A) Maintain a current list of special needs pupils, special education certificated and support staff, and service providers.
- (B) Maintain and ensure appropriate documentation of the IEP process.
- (C) Develop and maintain all IEP records using the SEIS IEP system or other IEP and data collection software that SELPA may use.
- (D) Submit all required special education reports, such as CASEMIS data, to SELPA on or before the timelines required by SELPA.
- (E) Verify the accuracy of all data submitted to Authorizer and SELPA.
- (F) Obtain the cumulative files, prior and/or current IEPs' and other special education information on any enrolled Charter School pupil and maintain electronic (SEIS) and hard copy files onsite in a secure location.
- (G) Ensure that Charter School receives notification and relevant files of all pupils with an existing IEP who transfer to Charter School from another school and ensure the forwarding of such information between Charter School and the school. If Charter School has any problems or delays in obtaining such files from a school district, Charter School shall notify Authorizer in writing.

**Section 8.10 Standards and Pupil Assessment.** Charter School shall meet all Statewide standards and conduct pupil assessments required pursuant to EC 60605 and 60851, and other Statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools, including the following:

- 8.10.1 Implement the plan for assessment of pupil performance and administration of Statewide assessments contained in the Charter.
- 8.10.2 Develop a comprehensive plan for meeting State and federal requirements, including the development of a comprehensive plan for meeting the needs of English learners in compliance with State and federal laws.
- 8.10.2 Administer all required Statewide performance assessments, including State required assessments and informal assessments in accordance with the Charter, and maintain records of those assessments and make them available to Authorizer upon Authorizer's request.
- 8.10.3 Certify annually that Charter School's pupils participated in, and the number and percent of pupils who participated in, the State testing programs specified in Chapter 5 (commencing with EC 60600) of Part 33 of the Education Code in the same manner as other pupils attending public schools and in accordance with applicable laws.

**Section 8.11 Discipline, Welfare, and Safety.** Charter School shall comply with all applicable State and federal laws related to the following:

- 8.11.1 Pupil discipline, including due process provisions, and suspension and expulsion procedures in the Charter.
- 8.11.2 Pupil welfare, safety, and health, including but not limited to State laws regarding the reporting of child abuse, accident prevention and disaster response, and any applicable State and local regulations governing the operation of charter school facilities.

**Section 8.12 Pupil Records.** Charter School shall:

- 8.12.1 Comply with FERPA and State laws applicable to pupil records.
- 8.12.2 Maintain written contemporaneous records that document all pupil attendance and make such records available for audit and inspection at Authorizer's request.
- 8.12.3 Maintain written records of the number of pupils enrolled in and successfully completing A-G college entrance requirements in each subject.



- 8.12.4 If a pupil who is subject to compulsory full-time education under EC 48200 is expelled or leaves Charter School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript of grades and report card, and health information.
- 8.12.5 If Charter School ceases operation, provide Authorizer with a copy of all pupil records no later than 30 days after the date on which operation ceases.
- 8.12.6 Participate in the California Longitudinal Pupil Achievement Data System ("**CALPADS**") program for the development and maintenance of pupil records and information, and comply with EC 49080 to 49085.

**Section 8.13    Consultation with and Notice to Parents and Guardians.**

- 8.13.1 Charter School, on a regular basis, shall consult with its parents, legal guardians, and teachers regarding its educational programs.
- 8.13.2 Charter School may post on the Internet and shall make available to Authorizer and anyone requesting information concerning the rights of parents and guardians under the NCLB and FERPA, and update the information as quickly as possible whenever the information or the legal requirements change. Charter School shall also provide a hard copy of the information to each family at the beginning of each school year and to new pupils and their families at the time of enrollment.

**ARTICLE 9        EMPLOYEES.**

**Section 9.1        Exclusive Public School Employer.** If Charter School, as stated in the Charter and J on the Cover Page, is deemed the exclusive public school employer of Charter School's employees for purposes of the Educational Employees Relations Act, Government Code section 3540 et seq. ("**EERA**"), Charter School shall provide, upon employment, each of its employees with written notice containing statements to this effect. Each employee shall sign, and Charter School shall provide the employee a copy of, the notice. Charter School shall maintain the original of the notice. If Charter School is not deemed the exclusive public school employer of its employees, the school district where Charter School is located shall be deemed the exclusive public school employer for purposes of the EERA.

**Section 9.2        Charter School Responsibilities.**

- 9.2.1 Charter School's teachers and other staff are Charter School's employees and are not the employees of Authorizer or County Superintendent.
- 9.2.2 Charter School shall have the following responsibilities and those set forth elsewhere in this Article relating to Charter School's employees:
- (A) Employment, management, dismissal, and discipline of Charter School's employees.
  - (B) Implement a personnel policy that addresses such issues as hiring of personnel, terms of employment and compensation, due process rights, complaint procedures, and expectations for employee performance and conduct consistent with the Charter.
  - (C) Comply with applicable federal statutory and regulatory requirements for highly qualified teachers and paraprofessionals used for instructional support as set forth in NCLB. Charter School shall maintain teacher credentials and permits subject to Authorizer's periodic inspection.
  - (D) Maintain copies of individual employment contracts on file at Charter School subject to Authorizer's periodic inspection.

**Section 9.3        Fingerprinting and Criminal Background Check.**

- 9.3.1 Employees and Volunteers. All Charter School employees, volunteers who are not parents and who will be performing services that are not under the direct supervision of a Charter School employee, and vendors having unsupervised contact with Charter School pupils shall submit to criminal background checks and fingerprinting in accordance with EC 44237, 45125.1, and 45125.2. Charter School shall maintain on file and available for inspection during visits to any School Site or Resource Center and as requested by Authorizer,

documentation that Charter School has performed criminal background checks for all employees and that vendors have conducted required criminal background checks for their employees before contact with pupils.

- 9.3.2 Pupil Services. No person who has been convicted of or has pled nolo contendere to a crime punishable as a felony shall be hired by Charter School for a position of supervisory or disciplinary authority over pupils. For the purposes of this Subsection, any person employed to provide cafeteria, transportation, janitorial or maintenance services by any person or entity that contracts with Charter School to provide such services shall be considered to be in a position of supervisory authority over pupils.
- 9.3.3 Fiscal Services. No person employed or individually engaged with Charter School, including any contact person listed on the Charter who has been convicted of or has pled nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Charter School funds. Charter School shall adhere to all policies and procedures adopted by Authorizer concerning criminal records summaries for public school employees, as well as other persons individually engaged with Charter School who are engaged in direct processing of Charter School funds.
- 9.3.4 Fingerprinting Procedure. Upon mutual agreement, Charter School shall conduct criminal background checks through County Superintendent pursuant to the terms and conditions of a separate contract between County Superintendent and Charter School. The criminal records summaries shall include a fingerprint check through the California Department of Justice and the Federal Bureau of Investigation. Charter School shall be responsible for all costs associated with the fingerprinting and criminal history check.

**Section 9.4     Employee Handbook**. Charter School shall maintain in its main office and may post on the Internet, and shall update as quickly as possible whenever the information changes, an employee handbook that includes, at a minimum, detailed expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination, compensation and benefit information), and informal and formal complaint procedures that employees may pursue if there are disagreements.

**Section 9.5     Employment Contracts**.

- 9.5.1 Management Employees. The Superintendent shall review and approve any management personnel contracts before Charter School enters into the contracts. Charter School will follow the human resources protocols and systems of the Santa Cruz COE.
- 9.5.2 Non-Management Employees. Charter School shall maintain and use for all employees, both certificated and classified, employment offer letters that identify the person, the position, and duty days and times, and a statement that Charter School is the exclusive public school employer under the EERA and is solely responsible for employment, management, dismissal, and discipline of the employee.

**Section 9.6     Teacher Credentials and Highly Qualified Teacher Requirements**. Charter School's teachers shall hold a certificate issued by the California Commission on Teacher Credentialing ("**CTC**"), a permit, or other document equivalent to that which a teacher in other public schools would be required to hold, except as otherwise specifically exempted by the Charter Schools Act. Charter School shall post in its office and on the Internet a certification stating this information and Charter School's compliance with the NCLB highly qualified teacher requirements. Charter School shall maintain and keep current, for inspection upon request by parents, the public, and Authorizer, documentation regarding teachers and their credentials and proof that the teachers of any NCLB core subject meet the highly qualified teacher requirements. In addition, Authorizer, at any time, may review credentialed staffing, enrollment, and course assignments.

**Section 9.7     STRS and PERS**. If Charter School offers its employees the opportunity to participate in the State Teachers' Retirement System ("**STRS**"), the Public Employees' Retirement System ("**PERS**"), or both systems, Charter School shall comply with all applicable laws, including but not limited to EC 47611. At Charter School's written request, Authorizer shall create and submit reports required by STRS and/or PERS on Charter School's behalf and in



accordance with EC 47611.3. Charter School shall reimburse Authorizer and any other entities for the actual costs of creating and submitting such reports.

**ARTICLE 10     OVERSIGHT ACTIVITIES AND FEE.**

**Section 10.1     Oversight Authority and Delegation.**

- 10.1.1 Authority. Authorizer shall have oversight authority over Charter School pursuant to applicable laws, including but not limited to, EC 47604.3, 47604.32, 47604.33 and 47605, as they may be amended from time to time.
- 10.1.2 Delegation. Except where specifically provided in this Article or elsewhere in this MOU that Authorizer's approval is required, Authorizer hereby delegates to County Superintendent the Authorizer's obligations for supervisory oversight of Charter School under this MOU, the Charter, and applicable laws. This delegation to County Superintendent and County Superintendent's oversight responsibilities under this MOU shall not in any way affect or limit County Superintendent's responsibilities and rights as a county superintendent of schools.

**Section 10.2     Oversight Fee.**

- 10.2.1 Amount. County Superintendent shall charge Charter School, during each Fiscal Year, the actual costs incur to or by County Superintendent for supervisory oversight of Charter School, the total amount of which during any Fiscal Year shall not exceed one percent (1%) of the general purpose entitlement and categorical block grant revenue received by Charter School. The Oversight Fee will be based on the general purpose entitlement and categorical block grant funding provided to Charter School using information from the first principal apportionment ("**P-1 Apportionment**"). The Parties agree that if Authorizer or County Superintendent is required to perform services other than those services in Section 10.3 below, additional costs will be incurred that are not included within the Oversight Fee and which Charter School shall pay within 30 days of the date of the invoice from Authorizer and/or County Superintendent.
- 10.2.2 Payment Schedule. Charter School shall pay to County Superintendent one percent (1%) of the general purpose entitlement and categorical block grant revenue received by Charter School ("**Oversight Fee**") in two equal payments during each Fiscal Year: (1) First Payment -- 50 percent of the Oversight Fee will be paid on or about January 15; and (2) Second Payment -- the remaining 50 percent plus any adjustment necessary to the First Payment, will be paid on or about July 15. County Superintendent will bill Charter School for the Oversight Fee that is due and Charter School shall make payment within 30 days from the date of the bill. If County Superintendent does not receive the payment within the 30 days, Charter School hereby authorizes County Superintendent to transfer the payment from Charter School's account to County Superintendent's account upon expiration of the 30 days. If County Superintendent determines, following the end of a Fiscal Year, that the Oversight Fee that Charter School paid exceeds the actual costs that County Superintendent incurred for supervisory oversight of Charter School, County Superintendent will return any overpaid amount to Charter School within 60 days after the end of that Fiscal Year.

**Section 10.3     Oversight Activities Generally.**

- 10.3.1 Required Supervisory Oversight Activities. County Superintendent shall perform supervisory oversight of Charter School as follows:
- (A) Pre-opening, oversight, intervention, revocation, and renewal for Charter School pursuant to EC 47607, the Charter, and this MOU.
  - (B) Monitor, as required by the Charter Schools Act and this MOU, Charter School's performance and compliance with the Charter, this MOU, and applicable laws.
  - (C) Ensure Charter School complies with all reports required of Charter School by law.
  - (D) Visit Charter School at least annually as stated in Subsection 10.6 below.
  - (E) Monitor and assess Charter School's fiscal condition, including reviewing and responding to Charter School's annual fiscal and performance audits.

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- (F) Provide timely notification to CDE regarding Authorizer's granting or denial of a renewal of the Charter, revocation of the Charter, or cessation of operation by Charter School for any reason.
- (G) Participate in the dispute resolution process set forth in Section 12.2 of this MOU.

### 10.3.2 Discretionary Supervisory Oversight Activities.

- (A) Unless stated in Section 10.3.1 above or elsewhere in this MOU, Authorizer and/or County Superintendent may, but is not obligated to, perform one or more of the following **(collectively "Discretionary Oversight Activities")**:
  - (1) Inspect or observe any part of Charter School at any time.
  - (2) Provide guidance to and assist Charter School on compliance and other operational matters.
  - (3) Provide services to Charter School in order for Charter School to comply with this MOU, the Charter, or applicable laws.
- (B) Absent a written mutual agreement, Charter School shall not be obligated to pay Authorizer or County Superintendent for any Discretionary Oversight Activities that Authorizer and/or County Superintendent may perform.

10.3.3 Exclusions from Supervisorial Oversight Activities. Authorizer's and County Superintendent's oversight activities shall not include general administrative or back office services such as insurance, maintenance, and/or payroll processing.

### **Section 10.4 Financial, and Pupil Enrollment and Attendance Reporting.**

10.4.1 Required Reports and Reporting Schedule. Charter School shall prepare and timely submit to County Superintendent financial and pupil enrollment and attendance reports, which shall include but are not limited to the reports described below, for each Fiscal Year:

REPORT	DATE DUE	SCOPE
1. Preliminary budget	July 1	Covering current Fiscal Year
2. Current pupil enrollment report	August 1	List of pupils enrolled at the time of the report
3. Final pupil enrollment report	Within 20 days after the first day of school	List of enrolled pupils including the district of residence
4. Unaudited actuals	September 15	Covering the current Fiscal Year
5. First interim financial report	December 15	Covering operations and changes through October 31
6. P-1 attendance report	January 5 or such other date that Authorizer may specify	Covering attendance for all full school months between July 1 and December 31
7. Interim pupil enrollment report(s)	On date(s) as specified by Authorizer	
8. Pupil enrollment projection	March 1 or such other date that Authorizer may specify	Projections for the following school year
9. Second interim financial report	March 15	Covering operations and changes through January 31
10. Third interim report (if required by Authorizer following discussions with Charter School and a minimum of 30 days notice to Charter School)	On a date as specified by Authorizer	Covering operations from July 1 through April 30
11. P-2 attendance report	April 20 or such other date that Authorizer may specify	Covering attendance for all full school months between July 1 and April 15

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12. Annual State attendance report	July 5 or such other date that Authorizer may specify	Covering attendance for the previous school year
13. Final unaudited report	September 15	Covering the previous Fiscal Year
14. Annual Audit Report (see Section 10.5 below)	December 15	Covering the previous Fiscal Year

10.4.2 Pupil Enrollment Reporting. Concerning pupil enrollment and projection reports required in 10.4.1 above, Charter School shall, at a minimum and unless specified by Authorizer and/or County Superintendent otherwise, state the full name, current grade level, address, school district of residence, date(s) when pupil first enrolled and any subsequent enrollment at Charter School, and date(s) when the pupil disenrolled from Charter School (e.g., returning to school district of residence, dropped out, or expelled).

10.4.3 Financial Reporting Noncompliance, and Concerns. County Superintendent may, within a reasonable time and in no event later than 30 days after receiving a financial report, provide written notice to Charter School of any problems, questions, and/or issues related to such report (financial reporting concerns) ("**Statement of Concerns**"). If County Superintendent identifies financial reporting concerns and issue a statement of concerns, the Parties shall meet and confer within a reasonable time and no later than 30 days after Charter School receives the Statement of Concern. If County Superintendent and Charter School are unable to satisfactorily resolve County Superintendent's concerns within 10 days of the meet and confer, County Superintendent, at County Superintendent's discretion, may immediately issue a "**Notice of Deficiency**".

**Section 10.5 Annual Audit**. Pursuant to EC 47605(m), Charter School shall have an annual audit ("**Annual Audit**") performed and shall submit an annual audit report ("**Annual Audit Report**") for each Fiscal Year to Authorizer, the Controller, County Superintendent, and CDE by no later than December 15 immediately following the end of the Fiscal Year.

10.5.1 Auditor Qualifications. A certified public accountant or a public accountant licensed by the California Board of Accountancy and listed on the State approved auditors list shall conduct the Annual Audit and prepare the Annual Audit Report pursuant to the Charter and in accordance with GAAP. Charter School shall be responsible for all cost relating to the Annual Audit Report. The Annual Audit Report shall fulfill the requirements under EC 47600 et seq., including but not limited to an audit of: (1) the accuracy of Charter School's financial statements, (2) Charter School's attendance accounting and revenue claims practices, (3) Charter School's internal control practices, and (4) Charter School's pupil attendance records.

10.5.2 Scope of Annual Audit Report. The Annual Audit Report shall contain a written independent analysis of Charter School's financial and compliance related status and shall contain, at a minimum, the procedures described in the State Controller's K-12 audit guide.

10.5.3 Annual Audit Exceptions and Recommendations; Noncompliance.

- (A) An exception or deficiency in the Annual Audit may result in County Superintendent issuing a notice of concern ("**Audit Concern Notice**") to Charter School. Charter School shall address audit exceptions and deficiencies to the satisfaction of County Superintendent. If there is dispute between County Superintendent and Authorizer regarding the audit exceptions and deficiencies, such dispute shall be presented to Authorizer. After resolution of any dispute by Authorizer and if Charter School fails to address the audit exceptions and deficiencies to the satisfaction of County Superintendent and within the time specified by the Audit Concern Notice, County Superintendent, at County Superintendent's discretion, may immediately issue a "**Notice of Deficiency**".
- (B) Charter School's failure to comply with this Subsection 10.5.3 and applicable laws, including failure to meet GAAP or other material adverse audit findings, shall be considered noncompliance and may be considered fiscal mismanagement pursuant to EC 47607(c)(3).

**Section 10.6 Visits of School Site, Resource Center, and Other Charter School Facilities.**

- 10.6.1 Access. Charter School shall allow representatives from Authorizer, County Superintendent, CDE, law enforcement agencies, contracted evaluators and/or any other federal, State or local regulatory agency to visit any School Site, Resource Center, and/or any other facilities or sites of Charter School at any time to inspect operations and performance and to ensure that Charter School complies with all applicable laws, this MOU, and the terms of State and federal grants. Where convenient and practical, any such site visits will be conducted during school operating hours and advanced notice may be provided. Authorizer and/or County Superintendent, at their discretion, may make announced or unannounced visits to any of Charter School's School Site, Resource Center, and/or any other facilities or sites.
- 10.6.2 Scope. Visits to any of Charter School's School Site, Resource Center, and/or any other facilities or sites may include any activities reasonably required to fulfill Authorizer's oversight responsibilities including, but not limited to, review of the School Site, Resource Center, and/or any other facilities or sites of Charter School; review of records that Charter School maintains; interviews with any School Site or Resource Center principal, Charter School's staff, school families, and community members; and/or observation of classroom instruction. During such site visits, Charter School shall allow visiting official full and immediate access to its financial and educational records, reports, files, and documents of any kind and allow Authorizer access, within a reasonable time, to records that are maintained off-site.

**Section 10.7 Inquiries.** Charter School shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding its financial records from Authorizer, County Superintendent, or the Superintendent of Public Instruction and consult with Authorizer, County Superintendent, and the Superintendent of Public Instruction regarding any such inquiries.

**Section 10.8 Notification Requirements.** Charter School shall notify Authorizer and County Superintendent in writing upon occurrence of any of the following:

- 10.8.1 Any conditions that may cause Charter School to vary materially from the terms of this MOU, the Charter, and/or applicable laws.
- 10.8.2 Any circumstance requiring the closure of Charter School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to any School Site or Resource Center.
- 10.8.3 Arrest or conviction of any school employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft.
- 10.8.4 Any change in Charter School's status with the California Secretary of State's office.

**Section 10.9 Document Inspection and Production.**

10.9.1 Generally. Charter School shall:

- (A) Except as specifically prohibited by law, allow inspection of and produce any records and information required by Authorizer and/or County Superintendent in order for Authorizer to perform its oversight responsibilities. All such records and information shall be open to inspection and copying by Authorizer, County Superintendent, or their designees.
- (B) Produce all documentation requested by Authorizer and/or County Superintendent, CDE, law enforcement agencies, contracted evaluators or any other federal, State and/or local regulatory agency within five business days of a request.
- (C) Upon Authorizer's and/or the County Superintendent's request, provide Authorizer and County Superintendent with any and all documents and information that Charter School is required to maintain under this MOU, the Charter, or applicable laws.
- (D) Comply with the California Public Records Act, Government Code section 6250 et seq.

10.9.2 Organization Documents and Information. At Authorizer's and/or County Superintendent request, Charter School shall provide any or all of the following to Authorizer and County Superintendent:

## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER MOU

- (A) A copy of Charter School's articles of incorporation and bylaws and any revised, amended, or deleted policies and bylaws.
- (B) Name and address of the agent for service of process for Charter School.
- (C) Names, addresses, and titles of management employees of Charter School.
- (D) Any changes to the information in (A) to (D) within 15 business days of the change.

10.9.3 Policies and Procedures. Upon Authorizer's and/or County Superintendent's request, Charter School shall provide Authorizer and County Superintendent with a copy of any policies and procedures that are in effect.

10.9.4 Financial Records. The Charter School will utilize the Santa Cruz COE ESCAPE financial system for its financial records, which are subject to inspection by the Authorizer and County Superintendent to fulfill the Authorizer's oversight responsibilities under the Charter Schools Act and this MOU. Upon request from the Authorizer and/or County Superintendent, the Charter School shall make its financial records available for inspection and copying, produce any financial records requested, and submit any records or information requested by the Authorizer and County Superintendent.

10.9.5 Pupil Records. Charter School shall comply with the following with respect to pupil records:

- (A) Promptly provide to Authorizer and County Superintendent any pupil records requested by Authorizer or County Superintendent if Authorizer or County Superintendent determines such records are necessary and reasonably required for Authorizer to meet Authorizer's oversight and reporting obligations, including cumulative files and information regarding special education and related services. Pupil records may include, but are not limited to, emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions, special education and related services, and academic performance standardized assessment results and documentation required pursuant to State and federal laws, including EC 60605 and 60851.
- (B) Submit to Authorizer and County Superintendent projected, current, and final pupil enrollment information in accordance with the reporting schedule in Section 10.4.1 and as Authorizer and/or County Superintendent may requests.
- (C) Upon Authorizer's and/or County Superintendent's request, provide Authorizer and County Superintendent with a report containing the names of pupils who disenrolled from Charter School and the reason for the disenrollment (e.g., returning to district of residence, drop out, or expulsion).
- (D) Upon Authorizer's and/or County Superintendent's request, allow Authorizer and/or County Superintendent access to review and copy pupil records. Authorizer and County Superintendent shall use pupil records and information obtained pursuant to this MOU exclusively for fulfillment of Authorizer's oversight responsibilities and to comply with applicable laws, and shall not use pupil information acquired from Charter School for any other purpose.

### **Section 10.10 Evaluation.**

10.10.1 Authorizer Evaluation. County Superintendent shall evaluate Charter School's operation at least annually. The annual evaluation shall be based on the pupil performance standards, financial management expectations, and governance and management requirements established in the Charter, this MOU, and applicable laws. For purposes of renewal, revocation, and other high-stakes performance evaluations, County Superintendent will evaluate Charter School first and foremost according to the standards set forth in the annual evaluation, but by no means is County Superintendent limited to those standards.

10.10.2 Charter School Self-Evaluation. Charter School shall have a School Accountability Report Card ("**SARC**"), which will serve as Charter School's self-evaluation. At the request of Authorizer and/or County Superintendent, Charter School shall prepare and provide Authorizer and County Superintendent with a self-evaluation report.

### **ARTICLE 11 INSURANCE AND INDEMNITY.**

#### **Section 11.1 Charter School Indemnity Obligations.**



11.1.1 General Obligations. Unless specifically provided otherwise in this Section, Charter School shall, to the fullest extent permitted by law, defend, indemnify, and hold harmless Authorizer and County Superintendent, and their officers, employees, volunteers, and agents (**collectively “Authorizer Personnel”**) from and against any claims, causes of actions, actions, lawsuits, judgments, and/or liabilities, whether actual or alleged, arising out of any act or omission of, or caused by Charter School, officers, employees, volunteers, and/or agents (**collectively “Charter School Personnel”**), including but not limited to the following: (1) causes of action, actions, lawsuits, damages, liabilities, losses, expenses, judgments, demands, obligations and costs (including attorney’s fees, expert’s fees, and court costs); (2) injuries to or death of any person; (3) damage, loss, or destruction of any property; (4) violation of any applicable federal, State or local laws; and (5) compensatory damages, statutory and/or regulatory fines and penalties, and extra-contractual liability.

11.1.2 Special Education Complaints and Due Process Claims.

(A) Charter School shall, to the fullest extent permitted by law, hold harmless, defend, and indemnify Authorizer Personnel and North County SELPA’s board of directors and members thereof, officers, employees and agents (**collectively “SELPA Personnel”**) from and against any and all liability, costs, complaints and claims arising from any acts or omissions of Charter School Personnel related to, arising out of, caused by or connected with the provision of special education and related services to pupils enrolled in Charter School. The obligations in this Subsection 11.1.2 (A) shall include the legal defense, including all attorneys fees and costs, of Authorizer Personnel and/or SELPA Personnel in special education due process proceedings and/or complaints to State or federal agencies filed by or related to a pupil who is or was enrolled in Charter School or who has been denied enrollment at Charter School based on the pupil’s disability status.

(B) Charter School shall, to the fullest extent permitted by law, indemnify Authorizer Personnel and SELPA Personnel from and against any damages, including compensatory damages, punitive damages, and attorney’s fees and costs, which may be awarded to a pupil and/or their parents or guardians, or agreed to by Charter School, arising from any acts or omissions of Charter School Personnel related to, arising out of, caused by or connected with the provision of special education and related services to pupils enrolled in Charter School or Charter School’s denial of enrollment to any pupil based on his or her disability status.

11.1.3 Exceptions. The defense, indemnity, and hold harmless obligations under this Section 11.1 shall not include claims, complaints, causes of actions, actions, judgments, or liabilities that are found by a court of competent jurisdiction to be caused by the action or omission of Authorizer Personnel in which case Authorizer shall be responsible for them and indemnify, hold harmless, and defend Charter School, and Charter School’s officers and employees for the same but only to the extent of and in proportion to Authorizer’s liability.

11.1.4 No Limitation by Insurance and Survivability. Charter School’s obligations and liabilities to Authorizer are not limited to or by any insurance that Charter School maintains but shall apply to the fullest extent permitted by law without regard to whether Charter School’s insurance provides coverage for the obligations and liabilities. The indemnity, defense, and hold harmless obligations and liabilities set forth in this Section shall survive the termination of this MOU.

## **Section 11.2 Insurance Required of Charter School.**

11.2.1 Required Insurance. Charter School, throughout the MOU Term, shall be covered under the Santa Cruz COE insurance policy and ensure that all required insurance coverage complies, at a minimum, with the following requirements. If self-insurance is provided, it must meet the same coverage standards.

(A) Commercial general liability insurance with limits of not less than \$1,000,000 per occurrence for property damage, bodily injury, personal injury, advertising injury, and products and completed operations coverage of the same limits as the policy limits, and coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of

## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER MOU

Charter School, and Charter School's officers, employees, agents, and pupils, with a general aggregate (which may include umbrella coverage) of not less than \$5,000,000. This insurance shall be endorsed to include the Santa Cruz County Board of Education and the Santa Cruz County Superintendent of Schools, and their officers, employees, agents and volunteers as an additional insured.

- (B) Workers' compensation insurance in accordance with State laws and employer's liability insurance, including directors and officers' liability insurance.
- (C) Commercial automobile liability insurance covering all owned, non-owned, and hired vehicles with a combined single limit for bodily injury and property damage of not less than \$3,000,000.
- (D) Professional liability insurance with limits of not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate.
- (E) Property insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is not available, Charter School shall procure property insurance in amounts as close to replacement value as possible.
- (F) Other Insurance. Charter School shall procure and maintain any other policies of insurance based upon the recommendation of Charter School's insurer.

### 11.2.2 Conditions Applicable to Required Insurance.

- (A) Insurer Rating. The insurance required above, if it is provided through insurer(s), shall be provided by insurer(s) that are admitted by the State to transact insurance and have an A.M. Best rating of at least A:-VII or higher. Authorizer, in its sole discretion, may waive this requirement.
- (B) Proof of Insurance and Notices. Charter School shall provide proof of the required insurance to Authorizer at the same time as Charter School delivers this MOU signed by Charter School's authorized representative, including copies of all required endorsements required above. If the required insurance is provided through insurer(s), the following shall apply: (1) the insurance shall be endorsed to require that each insurer mail a written notice to Authorizer no later than 30 days before the effective date of any cancellation, non-renewal, or reduction of coverage of the insurance; (3) upon Authorizer's request, Charter School shall provide Authorizer with a certified copy, or other proof satisfactory to Authorizer, of any or all of the required insurance; and (3) Charter School shall provide Authorizer with proof of renewal of the required insurance, including all required endorsements, no later than 15 days after the insurance expires.
- (C) Charter School's Insurance Primary. Charter School's insurance shall be endorsed to state that Authorizer's insurance coverage is excess of Charter School's insurance coverage and will not contribute with Charter School's insurance with respect to any claims, demands, lawsuits, causes of action, actions, proceedings, damages, liabilities, judgments and expenses, including attorney's fees and costs, arising out of, resulting from, or caused by the act or omission of Charter School thereof, officers, employees, and agents.
- (D) Deductible or Self-Insured Retention. Any deductibles or self-insured retentions applicable to the above-required insurance shall be specifically approved by Authorizer before their application. Charter School shall be solely responsible for payment of any deductibles or self-insured retentions for insurance that Charter School is required to procure under this MOU.
- (E) Claims-Made Policies. If any of the above-required insurance is written on a claims-made basis, Charter School shall provide an extended reporting period (i.e., tail coverage) available for Authorizer commencing on the effective termination date of this MOU for the coverage and limits specified in this Section and extending for five years from the effective termination date of this MOU.



- (F) Procurement by Authorizer in Event of Charter School Failure. If Charter School fails to provide any of the insurance as required above, Authorizer may, but is not obligated to, procure and maintain such insurance. If Authorizer elects to procure any of the above-required insurance, Authorizer shall provide Charter School with written notice of this election at least 10 business days before Authorizer procures the insurance. After providing Charter School with the 10-business day notice and if Authorizer procures any of the above-required insurance pursuant to this Subsection, Charter School shall be responsible for the full cost of such insurance and shall reimburse such cost to Authorizer no later than 10 business days of the date of the invoice from Authorizer.

**ARTICLE 12     COMPLAINTS AND DISPUTES.**

**Section 12.1     Outside Complaints.** Authorizer and/or County Superintendent shall forward to Charter School any complaints or concerns that Authorizer and/or County Superintendent receive about Charter School or Charter School's operation, including but not limited to complaints filed with the Office of Civil Rights, Department of Fair Employment and Housing, and Equal Employment Opportunity Commission. If the concerns or complaints may trigger Authorizer's intervention, including revocation or non-renewal of the Charter, Authorizer and/or County Superintendent may monitor Charter School's handling of such concerns or complaints and, at Authorizer's and/or County Superintendent's request, Charter School shall provide to Authorizer and County Superintendent, except where a disclosure is specifically prohibited by law, information regarding the concerns and complaints and Charter School's actions in responding to the concerns or complaints.

**Section 12.2     Disputes.** Unless specifically provided otherwise in this MOU, the Parties and County Superintendent shall comply with this Section to resolve any disputes between the Parties regarding or relating to this MOU, including the alleged breach, interpretation, or application of this MOU. The provisions of this Section 12.2 shall govern over any dispute resolution process stated in the Charter. Except where Authorizer is required by this MOU or applicable laws to approve a certain action, Authorizer hereby authorizes County Superintendent or his designee to initiate, participate in, represent, and act on behalf of Authorizer with respect to all disputes that may arise between the Parties relating to this MOU.

12.2.1 Notice of Dispute and Response. The Party initiating the dispute resolution process shall prepare and send to the other Party a written notice of dispute ("**Notice of Dispute**") that shall include, at a minimum: (1) the facts of the dispute, including information concerning any prior attempts by the Parties to resolve the dispute; (2) the specific provisions of this MOU and/or the Charter that are involved in the dispute; (3) the specific resolution sought by the initiating Party; and (4) the name, title, and contact information of the initiating Party's representative who will be responsible for communicating and meeting with the other Party's representative. Within 10 days of receiving the Notice of Dispute, the other Party shall respond in writing to the statements in the Notice of Dispute, and include the name, title, and contact information of that Party's representative who will be responsible for communicating and meeting with the initiating Party's representative ("**Response to Dispute**"). The requirements in this Subsection 12.2.1 shall not be deemed as a waiver by either Party or the County Superintendent of the attorney-client privilege or any other rights and privileges, whether in law or in equity, that either Party or County Superintendent may have with respect to any dispute arising out or related to this MOU.

12.2.2 Informal Meeting. Unless the Parties mutually agree otherwise to resolve a dispute by other means, within 10 days of the Response to Dispute referenced in the Subsection above, the representatives of each Party shall meet and confer to try, in good faith, to resolve the dispute.

12.2.3 Mediation. If the Parties are unable to agree upon a resolution during the meet-and-confer process in Subsection 12.2.2 above, the Parties shall submit the dispute to a mediator, with each Party to pay one-half of the mediator's fees and costs. Each Party shall bear its own attorney's fees and costs that it may incur to participate in the mediation.

**ARTICLE 13     GENERAL PROVISIONS.**

**Section 13.1     Entire Agreement, Severability, and Execution by Facsimile or in Counterparts.** This MOU constitutes, and is a complete and exclusive statement of, the agreement of the Parties and County Superintendent

pursuant to Code of Civil Procedure section 1856. If a court of competent jurisdiction holds any provision of this MOU void, illegal, or unenforceable, this MOU shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this MOU. The remaining provisions shall be construed to preserve the Parties' and County Superintendent's intent and purpose in this MOU, and the Parties and County Superintendent shall negotiate in good faith to modify any invalidated provisions to preserve each Party's and County Superintendent's anticipated benefits under this MOU. The Parties and County Superintendent may sign this MOU in counterparts such that their signatures may be on separate pages. A copy, facsimile or an original of this MOU, with all signatures appended together, shall be deemed a fully executed agreement. Signatures transmitted by facsimile or other electronic means shall be deemed original signatures.

**Section 13.2 Applicable Law, Venue, and Interpretation.** This MOU is to be construed according to its fair meaning and not strictly for or against any Party or County Superintendent, and in accordance with California laws without giving effect to California's conflict of law provisions. All claims, disputes, and lawsuits arising out of or in connection with this MOU shall be resolved or adjudicated in the appropriate State or federal court in Santa Cruz County, California, provided that nothing in this MOU constitutes a waiver of immunity to suit by Authorizer or County Superintendent. Each provision of law and clause required by law to be inserted in this MOU shall be deemed to be inserted herein, and this MOU shall be read and enforced as though it were included herein.

**Section 13.3 Notices.** All notices and communications under this MOU shall be deemed duly given if in writing and (1) delivered personally; (2) sent by a reputable overnight courier services with package tracking capability; (3) sent by certified mail, return receipt requested, first class postage prepaid; or (4) sent by regular mail *and* facsimile or email, addressed to the other Party's Authorized Representative and at the address, facsimile number, and/or email address, as applicable, stated on the Cover Page and, if addressed to the County Superintendent, A Party may change its Authorized Representative and/or address by notifying the other Party in writing pursuant to this Section.

**Section 13.4 Assignment, Transfer, and Waiver.** Charter School shall not assign or transfer any of Charter School's rights or obligations under this MOU, including by operation of law or change of control or merger, without Authorizer' prior written approval, which approval may be given or withheld at Authorizer's sole reasonable discretion. This Section shall not prohibit either Party from contracting with any third party to provide services and/or goods to the Party or for the Party to provide services and/or goods to a third party that the Party determines are necessary or proper for the Party's operation or for the Party's compliance with the Charter, this MOU, and applicable laws. Any failure by a Party to comply with any covenant, term, or condition of this MOU may be waived only in writing by the Party in whose favor a covenant, term, or condition runs. A Party's failure to insist upon strict compliance with or to enforce any covenant, term, or condition of this MOU shall not constitute a waiver of, or estoppel with respect to the covenant, term, or condition. A Party's waiver of any covenant, term, or condition of this MOU shall not be deemed or constitute a waiver by that Party of any other provision of this MOU, and such waiver shall also not constitute a continuing waiver unless the Party making the waiver expressly agree to in writing.

**Section 13.5 Advertising.** A Party shall not use the other Party's name or logo in any descriptive or promotional literature or communication of any kind without the other Party's prior written consent.

**Section 13.6 Cumulative Rights and Remedies, Binding Effect and No Third Party Benefits.** Unless specifically provided in this MOU, no right or remedy in this MOU provided to any Party or County Superintendent is exclusive of any other remedy or right, and each and every right or remedy shall be cumulative and in addition to any right or remedy provided under this MOU, or now or hereafter existing at law or in equity. This MOU is for the benefit of and shall be binding on the Parties and County Superintendent and their respective predecessors, successors, governing bodies, principals, officers, employees, agents, representative, and assigns (if such assigns are made in accordance with this MOU). Nothing in this MOU creates any contractual relationship between any Party and any third party or gives any third party any claim or right of action against any Party.

**Section 13.7 Headings and Conflicts.** The headings in this MOU are provided for the convenience of the Parties and County Superintendent and in no way define, limit, extend or describe the scope, intent, or provisions of this MOU. If any conflict or inconsistency exists between any heading and any provision, the provision, and not the heading, shall govern and control the construction of this MOU. If there are any conflicts or inconsistencies between

any of the provisions in these General Terms and Conditions and any provisions in any other documents that are part of and constitute this MOU, the conflicts or inconsistencies shall be resolved by giving precedence in the following order: (1) these General Terms and Conditions, (2) the Cover Page, and (3) the Charter.

**APPENDIX 1  
CHARTER**

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# CAREER ADVANCEMENT CHARTER

## 2025-2030 RENEWAL PETITION

Presented to the Santa Cruz  
County Board of Education



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## **EXECUTIVE SUMMARY**

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### **Identified Need**

The Santa Cruz County Career Advancement Charter (CAC), authorized by the Santa Cruz County Board of Education, addresses the critical educational needs of a significant, vulnerable adult population in Santa Cruz County. These adults lack a high school diploma and require targeted support to develop the skills necessary for family-sustaining employment and successful community integration. Operating in various facilities across the county, including correctional facilities and education centers, CAC offers a pathway for students to earn a diploma and enhance career opportunities, preparing them to be successful members of the 21st-century workforce and benefiting the greater Santa Cruz County region.

### **CAC Mission Statement**

The Career Advancement Charter (CAC) provides students with the opportunity to acquire academic, career, and technical skills to prepare for lifelong learning, personal agency, and success in the changing workplace.

The Charter's mission is to offer a premier program for students to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, CAC partners with the Workforce Development Board, school districts, and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative, and rigorous learning experiences. CAC serves students aged 18 and older who have not yet obtained a high school diploma, offering programs at multiple locations within Santa Cruz County.

### **Outcomes**

CAC supports students in achieving several key outcomes:

- Completion of industry certifications
- Attainment of a high school diploma or equivalent
- Successful transition to community college
- Successful transition to career certification or training programs
- Successful transition to family-sustaining employment

This document serves as a petition to renew the charter from 2025 to 2030, affirming the program's compliance with all applicable laws, regulations, and policies set forth by the Santa Cruz County Office of Education. The renewal highlights the ongoing need for the program and its effectiveness in addressing educational disparities within the community.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025-2030

### Opening Dates and Locations

The CAC opened in the fall of 2017 and currently operates at eight different locations in Santa Cruz County. These locations include: Rountree Medium Facility, Santa Cruz Main Jail, Blaine Street Women's Facility, Sequoia Schools, the County Office of Education, Probation Success Center North, and Probation Success Center South. Students who exit the locked facilities are encouraged to continue their education at our facilities in the community.

The following table identifies our current locations:

Location	Address
Rountree Medium Facility	90 Rountree Ln., Watsonville, CA 95076
SC Main Jail	259 Water St., Santa Cruz, CA 95060
Santa Cruz County Office of Education - Annex	399 Encinal St., Santa Cruz CA 95060
Santa Cruz County Office of Education, Administrative Offices	400 Encinal St., Santa Cruz CA 95060
Sequoia Schools	229 Green Valley Rd., Freedom, CA 95019
Blaine Street Women's Facility	141 Blaine St, Santa Cruz, CA. 95060
Probation Success Center North	303 Water St, Santa Cruz, CA 95060
Probation Success Center South	2007 Freedom Blvd, Freedom, CA 95019
COE South Site*	119 West Beach St, Watsonville CA 95076

**\*Proposed location in Fall 2025, more information provided in Material Revisions section**

### WASC Accreditation

The CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. The accreditation process was a meaningful experience for the CAC community and reflects our dedication to meeting educational standards and ensuring the success of our graduates, preparing them for their post-secondary pursuits.. The accreditation affirms our dedication to continuous improvement and excellence in education. We remain committed to upholding WASC standards and further enhancing student success. The Career Advancement Charter schoolwide learner outcomes include:

1. **Engage:** The Career Advancement Charter (CAC) equips students with a comprehensive set of skills and knowledge while acknowledging their ability to learn from personal strengths and mistakes to foster their academic and career development.
2. **Empower:** Career Advancement Charter (CAC) empowers students with a sense of confidence, high self-esteem, and belonging as part of a supportive community.
3. **Expand:** The Career Advancement Charter (CAC) equips its students with a versatile set of life skills to empower them for future success and support their continued growth.



**Staffing**

The CAC employs nine academic instructors, both full and part time, one Special Education instructor, and two part time CTE instructors. The CAC also employs a bilingual Executive Director, and Assistant Director.

<b>Certificated Staff</b>	Independent Study Teachers (9) Resource Specialist Teacher (1) CTE Teachers (2) Probation Support Staff (2) ESL Teacher (1) Early Care Pre-School Teacher (1)
<b>Classified Staff</b>	Bilingual Project (Transition) Specialists (2) Bilingual Community Organizer (1) Bilingual Project Coordinator (1) Bilingual Instructional Aides (3) Department Office Coordinator (1) Bilingual Senior Instructional Aide (1) Bilingual Administrative Assistant (1)
<b>Administration</b>	Bilingual Executive Director (1) Assistant Director (1)

**Student Enrollment**

Since the CAC opened in 2017 we have grown by over 300 percent. The CAC has exceeded enrollment projections for the past two academic school years (23/24 and currently 24/25). Our largest site serves approximately 100 CAC students at Sequoia Schools in Watsonville. Enrollment in the correctional facilities remains consistent at about 50 students enrolled across the 3 institutions. Due to our growth and need for more facility space, we will be adding an additional location at 119 West Beach in downtown Watsonville.

<b><u>LCAP Enrollment Numbers</u></b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b><u>2024-2025</u></b>
Total Enrollment	271	320	361	330
Includes all student registrations, including exited students (PowerSchool, local Student Information System)				
ADA	117	137	155	208

**Funding**

The California Education Code (47612.1) allows charter schools to receive funding for students who are over the age of 19 if instruction is developed in partnership with a federal workforce program such as the Workforce Development Board.

The enrollment projections for 2025-26 anticipate Unrestricted revenues of \$2,958,922 and expenditures of \$3,129,960, resulting in an Unrestricted ending fund balance of \$1,646,697. In 2026-27, the Unrestricted revenues are anticipated at \$3,114,415 and expenditures of \$3,330,342, resulting in an Unrestricted ending fund balance of \$1,430,770. In 2027-28, the Unrestricted revenues are anticipated at \$3,281,813 and expenditures of \$3,445,467, resulting in an Unrestricted ending fund balance of \$1,176,461.

<b>Unrestricted Fund Balance</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Beginning Fund Balance	<b>\$1,504,899</b>	<b>\$1,817,735</b>	<b>\$1,646,697</b>	<b>\$1,430,770</b>
Net Increase/(Decrease) to Fund Balance	<b>\$312,835</b>	<b>(\$171,038)</b>	<b>(\$215,927)</b>	<b>(\$254,309)</b>
Ending Fund Balance	<b>\$1,817,735</b>	<b>\$1,646,697</b>	<b>\$1,430,770</b>	<b>\$1,176,461</b>

These funding projections are based on estimated average daily attendance (ADA). The charter will continue to pursue funding opportunities from other sources, such as the California Adult Education Program (CAEP) Greater Opportunity Through Adult Learning.

**Academic Focus**

The CAC is a non-classroom based Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative and welcoming learning experiences.

CAC is committed to providing access to a challenging, relevant, and coherent curriculum for all students. Teachers integrate supplemental resources as appropriate for their students. CAC provides an engaging curriculum through a variety of materials and platforms, both digital and textbook/paper based, effectively supporting diverse student needs. Student progress is tracked through various tools including weekly progress sheets and quarterly reports. The program creates individualized study plans, offers flexible learning options, and allows teachers to successfully leverage their expertise to customize materials for specific student needs. Transcripts are reviewed and aligned to state graduation requirements, requiring 180 credits across 12 courses for diploma completion.

**Career Technical Education Focus**

A strong demand for workers continues in the Building and Construction Trades industry sector, whose demand increases as populations, businesses, and local economies expand. Through the COE Career Technical Education programs, CAC students can participate in the Building Trades and Construction industry (Construction Tech) pathway, currently offered at Rountree Medium Security Facility and 399 Encinal Street.

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. CAC offers the Hospitality, Tourism, and Recreation industry (HSR) Career Technical Education pathway to enrolled students at the Sequoia Schools location and at the Blaine Street Women's Facility.

The Health Science and Medical Terminology industry sector is experiencing significant growth, with increasing demand for skilled professionals to support the expanding healthcare industry. CAC students can participate in either the Medical or Dental Assisting Pathway, currently offered through the COE Career Technical Education programs at the 399 Encinal Street location.

Participating students receive industry certifications/certificates in addition to high school credit. The CAC works closely with CTE partners to identify additional CTE courses and pathways that can be offered to students.

**Schedule**

CAC teachers meet individually with each student to discuss their goals and tailor support to their specific needs. To help students focus during teacher meetings, tutoring, and skill-building classes, we offer childcare four days a week at our Sequoia Schools site. Students also benefit from the guidance of our transition specialists, who provide active case management to help them navigate educational and career pathways. Whether students are earning a high school diploma, continuing to postsecondary education, or entering the workforce, our specialists ensure a smooth transition through each phase of their journey. Additionally, we offer direct social-emotional counseling services and make appropriate referrals to community partners and external agencies when needed.

CAC provides an engaging curriculum through a variety of materials and platforms, both digital and textbook/paper based, effectively supporting diverse student needs. Student progress is tracked through various tools including weekly progress sheets and quarterly reports. The program creates individualized study plans, offers flexible learning options, and allows teachers to successfully leverage their expertise to customize materials for specific student needs. Transcripts are reviewed and aligned to state graduation requirements, requiring 180 credits across 12 courses for diploma completion.

At Sequoia Schools and at the Santa Cruz COE locations, the CAC follows the school calendar utilized by the SCCOE Alternative Education Program (**See Appendix 05**). For programs within locked facilities and at Adult Probation, the program is offered year round.

For the renewal period from 2025 to 2030, CAC seeks to continue its mission of providing flexible, inclusive educational opportunities that prioritize student achievement, well-being, and readiness for post-secondary success, fulfilling its role as an essential option for Santa Cruz County families seeking a personalized and supportive learning environment.

## INTENT AND LEGAL REQUIREMENTS

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In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

As used in Education Code section 47612, “attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school will be actually taught in their charter schools. “Regular average daily attendance” will be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. (5 C.C.R., §11960 (a).)

As a general rule, students over the age of 22 may not generate attendance for apportionment purposes in a charter school. (5 C.C.R., Sec. 11960 (c)(1).) However, a student who is over the age of 22 may generate attendance in a charter school if enrolled in a charter school program compliant with Ed. Code section 47612.1 that provides instruction exclusively in partnership with any of the following:

- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- (2) Federally affiliated YouthBuild programs.
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps. (5 C.C.R., § 11960 (c)(2); Ed. Code, § 47612.1.)

A charter school may either choose to partner with one of the above-listed programs as a whole school or (if also serving younger ages) it may opt to have a separate instructional program within the school that is specifically dedicated to students participating under the provisions of Ed. Code Section 47612.1. (5 C.C.R., § 11960 (c)(2)(B).)

CAC partners with the Workforce Development Board (authorized by the Workforce Innovation and Opportunity Act) and the California Conservation Corps for programs offered to students.

### **Affirmations and Assurances**

The Career Advancement Charter will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- CAC shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CAC shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- CAC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CAC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CAC shall admit all students who are eligible to attend, and who submit a timely application; unless CAC receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to CAC shall not be determined according to the place of residence of the student within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the

chartering authority shall make reasonable efforts to accommodate the growth of CAC in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- CAC shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CAC shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- CAC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CAC shall ensure that teachers in the Charter hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- CAC shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves CAC without graduating or completing the school year for any reason, the CAC shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- CAC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- CAC shall, on a regular basis, consult with students and staff regarding its education programs. [Ref. California Education Code Section 47605(c)]

- The CAC shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- CAC shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- CAC shall comply with the Family Educational Rights and Privacy Act.
- CAC shall comply with the Public Records Act.
- CAC shall comply with the Ralph M. Brown Act.
- CAC shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that CAC provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

## **HISTORY OF THE CAREER ADVANCEMENT CHARTER**

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In response to the need for supporting adults who required high school diplomas and career technical education, the County Office of Education initiated plans in 2016 to create a countywide charter school. The following year, the Santa Cruz County Board of Education approved the Career Advancement Charter (CAC), which commenced its operations at the Sequoia Schools site. Over time, the CAC expanded to multiple locations across Santa Cruz County to increase accessibility and support for the community.

CAC received its initial six-year accreditation from the Western Association of Schools and Colleges ("WASC") in March 2022.

## **STATEMENT OF NEED**

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The Career Advancement Charter (CAC) provides access to quality educational pathways for students of Santa Cruz County who are not currently enrolled in school and have not yet earned a high school diploma. The CAC re-engages disconnected and economically disadvantaged students through an innovative curriculum that integrates career technology education, relevant and flexible learning, vocational skills, and provides them the opportunity to earn a high school diploma.

As a countywide dependent charter, CAC offers services to a student community that benefits



from proven innovative strategies that provide students a renewed opportunity to earn a diploma, develop the skills to be successful in a career, and realize their full potential. This model continues to be warranted as a county-wide petition because the needs of students who attend CAC cannot be served as well by a charter school that operates in only one school district in the county.

The U.S. Census Bureau estimated in 2019-2023 that 11.5% of Santa Cruz County residents 25 years and older had not obtained a high school diploma or equivalent. We know there is great need for our services. Additionally, local data from Workforce Santa Cruz County identifies 14% of adults aged 25 years and older have less than a high school diploma or equivalent. In the southern part of the county where we are currently serving the majority of our CAC students, that number more than doubles to 30%. This data affirms the importance and need for accessibility to our program.

However, dropout prevention strategies cannot reach a critical subset of students – those who have disconnected from education. Some students will invariably fall through the cracks, leaving states, counties and local communities in need of options that work for students who are looking for a way back into public education. The CAC is designed intentionally to be small, individualized, and relevant to today's workforce needs. We have the ability to be nimble and have great impact with our community of students. The CAC uses a competency-based approach. Students are able to enroll in CAC when they are ready, not just in August when traditional schools begin. Each student begins with an intake meeting, where staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school. Our intake process ensures each student has an opportunity to meet with intake personnel prior to enrollment to determine their strengths, areas for growth, and to provide clarification for any questions they may have about enrollment at CAC.

The CAC's caring staff creates a Personalized Learning Plan (PLP), based on the student's needs, interests, and academic history that charts a path to graduation and beyond. No time is wasted, and every student is able to advance as rapidly as possible. Students stay engaged using individualized and online curriculum, with support from staff. Students do not have to wait until May to graduate; they can complete the program when they have met all the requirements for graduation.

*4 Year Cohort Graduation Rates for all Santa Cruz County Schools in 2023-2024 by subgroup*

<b>Subgroup</b>	<b>Cohort</b>	<b>HS Graduates</b>	<b>Cohort Graduation Rate</b>	<b>Did Not Graduate</b>
English Learners	585	464	79.30%	20.70%
Foster Youth	14	8	57.10%	42.90%
Homeless Youth	399	327	82.00%	18.00%
Migrant Education	138	118	85.50%	14.50%
Students with Disabilities	517	364	70.40%	29.60%
Socioeconomically Disadvantaged	2,228	1,915	86.00%	14.00%
Total	3,649	3,105	85.10%	14.90%

*Table 1 Source: DataQuest, <https://dq.cde.ca.gov/>*

The table highlights 2023–2024 four-year cohort graduation rates across all Santa Cruz County schools. The students who did not graduate, particularly from underserved subgroups, represent potential candidates for the Career Advancement Charter (CAC), which offers a second-chance pathway for adults to earn a high school diploma. The CAC can serve as a valuable bridge for re-engaging these young adults and supporting their academic and career advancement.

Santa Cruz County's economic vitality hinges on the educational attainment of its adult population, given that a significant percentage lacks a high school diploma, influencing workforce competence and contributing to broader societal issues such as crime and economic insecurity. Disparities are particularly pronounced among Latino students, who have higher dropout rates compared to their White peers. The correlation between education levels and both health and economic outcomes underscores the value of educational programs like Head Start and universal preschool. Furthermore, the traditional adult education funding constraints highlight the necessity for innovative solutions like charter schools, which offer flexibility and potential for collaboration with corporate and employment development partners to address educational and workforce needs. These partnerships enable tailored programs that cater to the unique needs of underserved communities, enhancing literacy and job readiness in a way that aligns academic learning with real-world applications.

A strong demand for workers continues in the Building Trades and Construction industry and Hospitality, Tourism, and Recreation industry sectors. Demand increases as populations, businesses, and local economies expand. According to the Center for Excellence, labor market data for California indicates a generally positive outlook for building and construction trades, with an average projected job growth of 4.86% across all listed occupations from 2023 to 2028. The average annual job openings across these occupations are estimated at 1,140. Gainful

employment opportunities have the ability to change one's life. Secure employment and education create a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

At CAC, students co-develop a personalized learning plan with their teacher, intentionally designing their academic journey based on their educational, workforce, or career goals. These plans can incorporate a Career Technical Education (CTE) focus, allowing students to gain hands-on experience in fields such as Culinary Arts and Construction Tech through on-site courses or co-enrollment opportunities.

To expand career advancement opportunities, the CAC is scaling a co-enrollment initiative in collaboration with our Adult Education partners, including our local community college and our existing CTE programs. This initiative enables students to work toward their high school diploma while simultaneously engaging in career training or certification programs. Upon completing these co-enrollment pathways, students have the unique opportunity to graduate with both a high school diploma and industry-recognized certifications or coursework in high-demand fields.

## **CHARTER RENEWAL CRITERIA**

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Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing Charter):

In accordance with the amendments to Education Code Section 47607, and the creation of Education Code Section 4 7607 .2, by Assembly Bill 1505 (2019), upon charter renewal, a chartering authority shall consider the performance of a charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance. CAC falls into the middle-performing tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Middle Performing Renewal Criteria: Education Code Section 47607.2(b) states:

(b) (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of

academic performance in determining whether to grant a charter renewal.

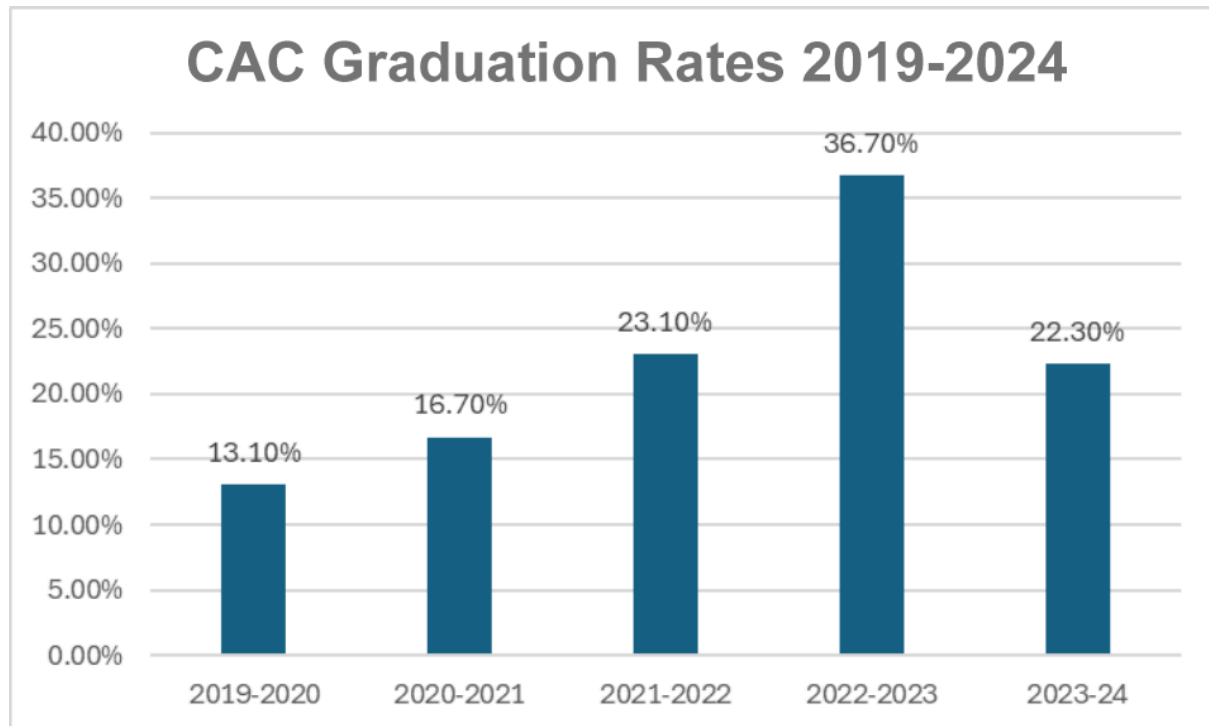
(3) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

"Measurements of academic performance" are indicators on the Dashboard that are based on "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

"Verified data" means "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced .... [and] shall include measures of postsecondary outcomes." (Education Code Section 47607.2( c )( 1 ). ) The State Board of Education has an approved list of valid and reliable assessments as "verified data" to be used for this purpose. The CAC is currently identified as Middle Performing, just as two thirds of all charters in California, designating the school eligible for a 5 year renewal.

### **Graduation Rates**



Source: dataquest, <https://dq.cde.ca.gov/>

Graduation rates at the Career Advancement Charter show a clear upward trend from 2019 to 2022, nearly doubling from 13.1% in 2019–2020 to 23.1% in 2021–2022. This steady improvement suggests gradual progress in student support and academic outcomes during that period. In 2022–2023, there is a notable peak, with graduation rates rising sharply to 36.7%. However, in 2023–2024, the graduation rate declined to 22.3%. While still above earlier years, this drop raises important questions about potential shifts in student needs, changes in staffing or program delivery, or other external challenges that may have affected student completion.

Cohort graduation rates are not well-suited for adult charter schools because they assume a traditional four-year timeline that doesn't reflect the realities of adult learners. These students often enroll year-round, return after long educational gaps, and balance school with work or family responsibilities. Flexible, non-classroom-based instructional models and high student mobility further complicate accurate cohort tracking.

#### **Suspension and Expulsion Rate**

The suspension and expulsion rates at CAC have been exceptionally low across all subgroups, with no suspensions or expulsions recorded from 2017 through 2025. This suggests that the school has effective behavioral management strategies. This consistently low suspension rate aligns with the school's individualized and supportive approach, but the projected data highlights areas to monitor and potentially address through preventive interventions.

#### **Academic Performance**

Adult education programs use these metrics to evaluate effectiveness, ensure accountability, and support continuous improvement in serving a diverse population of learners with unique educational and life circumstances. Each indicator provides critical insight into different aspects of the adult learner experience, from academic growth to career readiness.

CASAS Educational Functioning Level (EFL) Gains measure improvements in literacy, numeracy, and other foundational skills. These gains are federally recognized indicators of student learning in adult basic education (ABE), ESL, and adult secondary education programs. They help programs track individual student progress toward skill mastery, which is essential for workplace readiness and academic advancement.

Persistence Data—the percentage of students who remain enrolled for at least one semester—is vital in adult education because learners often face barriers such as employment, childcare, housing, or immigration status that can interrupt schooling. Persistence is a key predictor of program success; if students stay enrolled, they are more likely to complete educational goals and access post-secondary or employment opportunities.

Student Survey Data reflects program quality from the learner’s perspective. High satisfaction levels often correlate with strong relationships, relevant curriculum, and responsive services. Because adult learners are typically self-directed and goal-oriented, their feedback is a critical measure of how well the program is meeting their expectations and supporting their success.

Credit Accrual—particularly earning 45 or more credits per year—is used as a benchmark for academic momentum. In adult programs where students are recovering credits or pursuing diplomas, this metric helps assess whether they are progressing at a pace sufficient to meet graduation requirements within a reasonable timeframe.

Career Services Received tracks how many students meet with Transition Specialists. These specialists play a crucial role in helping adult learners connect education to career pathways through resume building, job placement, or referrals to vocational training. Monitoring this ensures that career readiness is being actively supported.

Post-secondary Transition Rate measures how many graduates move into workforce training, college, or employment. This outcome metric is aligned with the broader goals of adult education: improving employability, increasing earning potential, and enabling lifelong learning. High transition rates demonstrate that programs are not only educating but also empowering students to advance in life and career.

<b>LCAP GOALS (2021-2024)</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<a href="#">Graduation</a> Rate - <a href="#">CA School Dashboard</a>	<a href="#">30.60%</a>	<a href="#">58.8%</a>	<a href="#">29.2%</a>

CASAS <a href="#">Educational Functioning Levels (EFLs)</a> gains	62.00%	52%	50.0%
Persistence Data			
% of students continuously enrolled for at least one semester	58.7%	58.1%	37.4%
Student Survey Data			
% of students who are satisfied or very satisfied with the CAC program	84.6%	99.0%	76.9%
Credit Accrual			
% of students earning 45 or more credits per year	18.5%	19.1%	16.1%
Career services received			
as measured by meeting with Transition Specialists	33.0%	32.8%	36.3%
Post-secondary Transition Rate			
% of graduated students who continued to a post-secondary program including workforce, community college, vocational training	26.80%	31%	36.7%

Source: CAC LCAP, **See Appendix 6**

Between 2021 and 2024, the program experienced significant fluctuations in key academic performance indicators, reflecting both moments of progress and areas of concern. Notably, the graduation rate surged in 2022–23, reaching nearly 59%, only to fall sharply to 29.2% the following year. This volatility suggests that while targeted efforts may have temporarily boosted completion rates, the underlying systems for sustaining long-term student success—such as consistent engagement, instructional continuity, and personalized supports—may not have been fully institutionalized. Similarly, CASAS Educational Functioning Level (EFL) gains declined steadily over the three-year period, raising questions about the effectiveness of literacy and numeracy interventions or the evolving academic readiness of incoming students.

Persistence data and student satisfaction rates echo this pattern of decline, with a particularly stark drop in the percentage of students remaining enrolled for at least one semester—from 58.1% in 2022–23 to just 37.4% in 2023–24. Student satisfaction, too, fell from a high of 99% to 76.9%, potentially signaling a shift in student perception of program quality or relevance. On the other hand, post-secondary transition rates have steadily improved, suggesting that students who do graduate are increasingly connecting with opportunities in higher education, vocational training, or the workforce. This upward trend in transition outcomes points to the value of strong career guidance and transitional support services, even as the program works to stabilize academic and engagement indicators.

## REQUIRED ELEMENTS

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### Logistical Components

#### ***Santa Cruz County Board of Education as Authorizer***

To the extent that this charter petition refers to the “County Board” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Santa Cruz County Board of Education where appropriate.

#### ***Term of Charter***

The Petitioners request a charter renewal pursuant to Education Code Section 47605 for a term of five years from July 1, 2025 through June 30, 2030.

#### ***Date of Opening and Students Served***

The charter was originally approved in the spring 2017 and the Petitioners opened the Career Advancement Charter (CAC) for instruction August 1, 2017, with authorization to offer instruction for youth aged 17 and older.

#### ***Notification upon Approval***

Upon approval of the charter petition, the Authorizer will provide a written notice of the approval to the Charter Schools Division of CDE, State Superintendent of Public Instruction and the State Board of Education.

***Facilities – Governing Law:*** *The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

CAC is currently located at seven sites within the boundaries of Santa Cruz County and may expand sites in subsequent years. Career Advancement Charter (CAC) shall operate its primary administrative offices at 400 Encinal St., Santa Cruz, CA 95060. CAC operates at the locations listed below under a single County-District-School (CDS) code as part of a single school with multiple locations.



**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER****CHARTER RENEWAL 2025-2030**

CAC will notify districts prior to opening additional sites and will notify adjacent COEs and districts if a resource center will be opened in adjacent counties. All facilities meet the requirements of the Americans with Disabilities Act and do not present physical barriers that limit an eligible student's full participation in educational and extracurricular programs. Facilities are large enough to provide space for inviting and engaging learning spaces for small group activities, group projects, and work space for individual student/teacher meetings. Facilities also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. The Sequoia Schools location provides space for child care. The following list details the opening dates and different locations of the charter school:

<b>Location</b>	<b>Date opened</b>	<b>Address</b>
Rountree Medium Facility	Fall 2017	90 Rountree Ln., Watsonville, CA 95076
SC Main Jail	Fall 2017	259 Water St., Santa Cruz, CA 95060
Santa Cruz County Office of Education, Administrative Offices	Fall 2017	400 Encinal St., Santa Cruz CA 95060
Santa Cruz County Office of Education, Annex	Fall 2017	399 Encinal St., Santa Cruz CA 95060
Sequoia Schools	Fall 2017	229 Green Valley Rd., Freedom, CA 95019
Blaine Street Women's Facility	Fall 2018	141 Blaine St, Santa Cruz, CA. 95060
Probation Success Center North	Fall 2019	303 Water St, Santa Cruz, CA 95060
Probation Success Center South	Fall 2023	2007 Freedom Blvd, Freedom, CA 95019
COE South Site*	Planned for Fall 2025	119 West Beach St, Watsonville CA 95076

**\*Proposed location in Fall 2025, more information provided in Material Revisions section**

**ELEMENT A: Educational Program**

**Governing Law:** *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

**Governing Law:** *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

**Governing Law:** *A description, the manner in which the charter school informs students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

**CAC Mission Statement**

The Career Advancement Charter provides students with the opportunity to acquire academic, career, and technical skills to prepare for lifelong learning, personal agency, and success in the changing workplace. Additionally, CAC infuses its program delivery with greatly needed soft skills – such as persistence, perseverance, and mindset of investment – which is co-developed along with academic skills to assure maximum reward for our students.

CAC offers an innovative, integrated approach to education – one that helps students, teachers, and schools thrive. CAC provides the environments, tools, and techniques that re-engage and motivate students to complete high school and earn their diplomas. CAC focuses on essential areas for student success: California State standards-based curriculum integrating academics and technology; collaboration amongst teachers, support staff, and administrators; and extensive support to keep students engaged through graduation to post-secondary opportunities.

The CAC leadership team brings a diverse range of experience from both classrooms and administrative roles in traditional and alternative high schools across Santa Cruz County. With the guiding support and oversight of the Santa Cruz County Office of Education, and the CAC Charter Advisory Council, we are able to re-engage students ages 18 and older and close the graduation gap.

Because re-engaged students come back to school with varying degrees of work and family responsibilities, CAC offers a flexible learning program, providing various curricular selections (online, traditional, and teacher-created), attendance options, and work completion choices. All students have access to an academic path that allows them to progress towards obtaining their high school diploma, regardless of their circumstances. All students are required to attend or show proof of having worked on their agreed upon course work for a minimum of 20 hours per week.

Students develop a comprehensive Personalized Learning Plan (PLP) with their teacher. Students are required to attend regular weekly meetings to present work completed at home or to come in for face-to-face tutoring appointments. These students are also invited to attend content specific small group sessions that are available throughout the day, including afternoons and evenings. These sessions are designed to provide students direct instruction in the various content areas.

Each CAC site is equipped with a personalized learning space, where students can work and receive additional help from teachers and qualified paraprofessional educators. While students have the opportunity to access some materials and courses online, CAC teachers and instructional support staff also provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small group instruction, projects, and individual tutoring. The program's flexible structure enables students to attend academics full-time if desired. Students can balance small group instruction on a daily basis, or divide their time between their academics and trade, career, or community college courses. This flexible student-centered model works best with students who experience challenges with consistent attendance, are managing work or family obligations beyond schooling, or are facing academic and/or social emotional challenges.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

### Program Overview

The following locations are currently operational:

Location	Staff	CAC Students Only	COE Offered Program (open to all adult students)	Student Enrollment	Program Days and Hours of Operation	School Calendar
Rountree Medium Facility	Part-time Certificated Teacher, Transition Specialist support	HSD/HSE	Building Trades Pre-Apprenticeship	25 students	W-F 2-5pm	Year-round
SC Main Jail	Certificated Teacher	HSD/HSE		25 students	M-F 3-5:30pm	Year-round
Blaine Street Women's Facility	Certificated Teacher	HSD/HSE	Culinary Arts	6-8 students	Tues 2:30-4:30pm	Year-round
Probation Success Center North and South	Part-time Certificated Teacher, Transition Support Specialist	HSD/HSE		15 students	Varies	Year-round
COE Annex	Certificated Teachers	HSD/HSE	Building Trades Health Careers	30 students	M-TH Hours vary	185 day Student Programs Calendar
Sequoia Schools	Certificated Teachers	HSD/HSE Culinary Arts, Digital Literacy		150 students	M-F 12-7:30pm	185 day Student Programs Calendar

### Delivery of Instruction:

The Career Advancement Charter implements versatile and meaningful instruction that cultivates critical thinking and creative problem solving for adult students. Bilingual-bicultural instructional staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school. Adult students return to an educational or training program for many reasons. Each student meets with their assigned teacher at least once per week for a progress check-in, instruction, personalized support, and an attendance review. The rate of progress that a student makes each semester varies. On average, students earn 5 credits per subject in one semester.

The Career Advancement Charter provides individualized instruction through multiple learning methods. CAC's highly effective, personalized approach to adult education is characterized by a flexible Independent Study Program that accommodates diverse student backgrounds and needs.

CAC provides a responsive learning environment that allows adult students to balance education with work and personal responsibilities while pursuing academic, career, and personal goals.

**Materials and Resources include:**

1. Comprehensive [Core Curriculum](#) focused on adult learners
  - Implementation of online curriculum through established resources such as [Bright Thinker](#), [CyberHigh](#), and [Aleks](#)
  - Implementation of textbook/paper based curriculum resources such as [Challenger Adult Reading Series](#), [Breakthrough to Math](#), and [Ventures](#)
  - Bright Thinker curriculum is A-G and Common Core approved, ensuring alignment with standards
  - Writing tools and history curriculum incorporate multicultural perspectives
2. Instructional Student Support
  - English level placement through intake screening process and CASAS assessment
  - Digital literacy screening, which includes Gmail assessment, observation of navigation skills on online platforms, and the assignment of the online new student questionnaire
  - Specialized support for ESL students through Ventures curriculum and ESL classes
  - Differentiated instruction to meet diverse student needs
3. Career and Skills Development
  - Collaboration with Cabrillo College to implement [DMCP: Strategic Job Preparation Skills Certificate](#)
  - Digital literacy skill development workshops, with an emphasis on foundational knowledge
  - Developmentally appropriate reading subject material available for students at various levels
  - Co-enrollment opportunities at the community college or in vocational training programs for interested and eligible students

In the locked facilities, our teachers have limited access to students and limitations on online resources and tools for coursework. At all three facilities, teachers deliver instruction in a small group format with 5-12 students in class at a time. The CAC Transition Specialist offers workshop specific support as requested by the teaching staff. We provide a paper/pencil version of the CASAS assessment as well as a paper version of the HiSet high school equivalency exam.

Independent Study materials are provided in traditional printed packets and books. We currently offer a CTE Building Trades Pre-Apprenticeship program at the Rountree Facility and a Culinary Arts class at Blaine Street Women's Facility. Both of these programs include industry recognized certification opportunities.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

The following materials are used as part of the CAC instructional program and are aligned with its educational goals and standards.

Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit, African-American Lit, Latino Lit, World Lit, They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Math Foundational	<a href="#">Workplace Skills Series</a>	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Applied Mathematics</i>
Math Foundational	<a href="#">Breakthrough to Math Series</a>	New Readers Press	2009	Main titles used: <i>Levels 1-4</i>
Math Foundational	<a href="#">Number Power Series</a>	Mcgraw Hill	2012	Main titles used: <i>Fractions Decimals &amp; Percents, Measurement, Algebra, Pre-Algebra</i>
Math Foundational & Algebra Intermediate	<a href="#">Key To....Series</a>	Mcgraw Hill	2012	Main titles used: <i>Algebra, Decimals, Fractions, Measurement, Percents, Geometry</i>
Math & Algebra All Levels	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Intermediate Algebra, Number Concepts</i> *Spanish materials available

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Math & Algebra All Levels	Brightthinker Mathematics Series	Brightthinker	2020	* <a href="#">Online Curriculum</a> available Main titles: <i>Algebra 1</i> , <i>Geometry</i> , <i>Math Models</i>
<b>COURSE SUBJECT</b>				
<b>TEXTBOOK</b>				
<b>Publisher</b>				
<b>Year</b>				
<b>Notes</b>				
<b>US HISTORY</b>				
US History Foundational	Brightthinker Social Studies/History Series	Brightthinker	2020	* <a href="#">Online Curriculum available</a> Main titles: <i>US History</i>
US History Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>US History</i> *Spanish materials available
<b>WORLD HISTORY</b>				
World History Foundational	<a href="#">Brightthinker Social Studies/History Series</a>	Brightthinker	2020	* <a href="#">Online Curriculum available</a> Main titles: <i>World History</i>

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Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
<b>GOV/ECON</b>				
Government Foundational	Brightthinker Social Studies/History Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Government</i>
Government Intermediate	We the People: An Introduction to American Government	Mcgraw-Hill	2019	13th Edition
Economics Foundational	Brightthinker Elective Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Personal Finance</i>
Economics Foundational	<a href="#">Number Power Series</a>	Mcgraw Hill	2012	Main titles used: <i>Financial Literacy</i>
Economics Advanced	<a href="#">Foundations of Personal Finance</a>	Goodhart-Wilcox	2014	9th Edition
Economics & Government Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Economics</i> , <i>Civics &amp; Government</i> *Spanish materials available
<b>LIFE/PHYSICAL SCIENCE</b>				



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<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Physical Science Foundational	<a href="#">Glencoe Science High School Series</a>	Mcgraw-Hill	2017	Main titles used: <i>Earth Science</i> , <i>Physical Science</i>
Life & Physical Science Foundational	Brightthinker Science Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Biology</i> , <i>Environmental Systems</i>
Life & Physical Science Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Life Science</i> , <i>Physical Science</i> , <i>Earth &amp; Space Science</i> *Spanish materials available
<b>COURSE SUBJECT</b>	<b>TEXTBOOK</b>	<b>Publisher</b>	<b>Year</b>	<b>Notes</b>
<b>FINE ARTS</b>				
Art All Levels	Consider Davis Arts High School & Studio Series	Davis Arts Publication		<a href="#">More info and even more info : The Visual Experience. Drawing. Photography. Painting. Graphic Design. Sculpture. Clay. Printmaking</a>

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Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
<b>P.E.</b>				
Lifetime Fitness & Wellness Pursuits	Brightthinker PE/Health	Bright Thinker		<a href="#">*Online Curriculum available</a> Main titles: Lifetime Fitness & Wellness Pursuits
<b>CAREER EXPLORATION</b>				
Career Exploration Foundational	Brightthinker Career Development Series	Brightthinker	2020	<a href="#">Online Curriculum available</a> Main titles: <i>College &amp; Career Transitions</i>

**Graduation Requirements and Courses Offered**

Students have access and support to complete the following courses to meet the CAC graduation requirements:

Subject Area	Credits Required
English	30
Math	10
Algebra	10
US History	10
World History	10
Government	5
Economics	5
Life Science	10
Physical Science	10
Fine Arts	10
Physical Education (PE)	20
Career Exploration/Electives	50
Total	180

**CTE and Academic Integration**

The Core Principles of Curriculum Integration: The processes of conducting rigorous scientific research (e.g., pre- and post-testing students in search of statistically significant results) and identifying what works in real educational settings using sound methods are two very different enterprises. Throughout the original Math-in-CTE study (Stone et al., 2006), researchers sought to capture the classroom experience and determine the fidelity of the intervention through the collection of data from multiple sources, including observations, teaching reports, teaching tapes, instructional artifacts, lesson plans, individual teacher interviews, and teacher focus groups. Direct input from the teachers who participated in the study was particularly valuable in helping researchers identify what made the integration work and what did not. Researchers triangulated and analyzed this data in order to learn more about the model. These analyses generated five core principles supporting curriculum integration. For the purpose of this paper, we have adopted the principles to use as a lens through which to examine curriculum integration and what makes it work:

1. Develop and sustain a community of practice among the teachers.
2. Begin with the CTE curriculum and not the academic curriculum.
3. Understand that academics are essential workplace knowledge and skills.
4. Maximize the academics in the CTE curriculum.
5. Recognize that CTE teachers are teachers of academics-in-CTE, and not academic teachers.

Source: [http://www.nrccte.org/sites/default/files/publication-files/nrccte\\_curriculum\\_context.pdf](http://www.nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf)

### **Partnership with Workforce Development Board (WDB)**

CTE Administrators are members of the WDB and the Youth Council. The SCCOE Career and Adult Learning Services Department, SCCOE Alternative Education Program, the SCCOE Sueños Program and the SCCOE Foster Youth Services are all active partners of the WDB. The WDB is actively involved in providing current Labor Market Information to ensure the CAC offers educational programs that will lead to employment in the region. The WDB provides support to all of the partner programs who provide direct services to students in our program.

One of the most significant opportunities the CAC provides is the opportunity for students over 18 to re-engage through career training partnerships between CAC and the Santa Cruz area Workforce Innovation and Opportunity Act (WIOA) programs. Eligible students up to age 24 can participate in the Sueños program, a comprehensive Youth Employment and Training program that helps students secure employment through intensive case management, training services, educational programs, and supportive services. CAC students also have the option to co-enroll in any of our COE CTE adult programs which include; the no-cost Building Trades Pre-Apprenticeship, no-cost Wildland Fire Academy, Dental Assisting, and Medical Assisting. Eligible WIOA students can use scholarship money to pay for the fee-based programs. These short term certification programs provide a pathway for interested students into an entry-level position with opportunity for growth and advancement in high demand occupations. CAC can also connect students to vocational training programs across the county and support them with the enrollment process.

Participants will have access to the following services:

- Career coaching
- Job Developer consultations
- Vocational assessments
- Career Technical Training
- Job Search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

### ***Personalized Learning***

Students complete the program at an individually determined pace, tracked by students on their Personalized Learning Plan (PLP) individual course record documentation, which is part of each student's learning plan and goals documentation. Resources are available – just in time - to allow

for either an accelerated or remedial pace. Differentiation is provided in several ways. Advanced courses can be offered in all core content areas, as are foundational or remedial courses, but the real strength lies in the teachers' ability to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Competency is demonstrated through benchmark and summative assessments, for each course, and culminates in the presentation of projects that represent a broad sampling of student learning. As students work through the standards-based curriculum in the California state standards content areas, the mastery of these standards and skills showcase themselves in projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the projects and creative technology as well as presentations where students practice their listening and speaking skills. Assignments are aligned to the California state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave CAC with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma or equivalency. The value and reward of this program is its ability to dramatically improve the career opportunities and quality of life prospects for this student population.

CAC identifies student needs through multiple assessment tools, including CASAS (Comprehensive Adult Student Assessment Systems) assessments, student surveys, and ongoing teacher evaluations, while providing personalized academic and social-emotional support. Through collaboration with Adult Education partners and shared data systems like [TopsPro Enterprise](#) and [Community Pro](#), the program tracks student literacy growth, demographics, barriers, and transitions to improve instructional guidance and support. [CASAS](#) is used as the primary assessment tool for directing students to appropriate learning materials and tracking their progress. Teachers actively monitor student progress through formative assessments and provide individualized support for all students, including English language learners and students with special needs.

### ***Description of How Learning Best Occurs***

CAC provides a strategic approach to student re-engagement. One aspect of this re-engagement is a dedicated, knowledgeable, and flexible staff that includes teachers, instructional support staff, transition specialists, and administration. Their primary commitment is to guide and support students until they complete all graduation requirements. Simultaneously, the CAC works with students to identify possible career pathways and supports them on their quest to pursue post-secondary educational goals. The support staff are committed to an active case management process which includes the development and implementation of the Personalized Learning Plan

(PLP) document.

The PLP process supports the students in identifying their existing high school credit profile, which is analyzed by a counselor and/or teacher, and results in academic goal setting and a detailed path to graduation. Ongoing assessment helps identify gaps in support for the student as well as any challenges that may affect their academic goals. Once the student meets his/her initial goal of securing a high school diploma, the staff supports them into their post-secondary opportunities which may include the first semester of college, vocational training, or the establishment of a workforce connection or advancement.

CAC's distinctive and innovative program integrates standards-based academic knowledge within real-world applications and provides flexible learning opportunities. CAC's instructional model is designed to address three significant needs common amongst its unique student population:

- Personalized learning – timely assessment (formative and summative) that informs a student's learning agreement
- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant
- Accessibility – learning that will be available to any student, anytime, anywhere, including students with special needs or constraining circumstances through Chromebooks and other technological resources

The charter school is guided by the belief that learning will be personal and different for each student. Therefore, by offering a flexible learning model, we are able to help students personalize their learning by offering choices and adaptability, such as the number of courses taken at a time, order of courses, access to specific remediation topics, individual tutoring, small group work, etc. The need for flexible learning developed from a desire to enhance good teaching by engaging every student enrolled in CAC in meaningful, rigorous, and personalized learning opportunities. In addition, the CAC team acknowledges the need to prepare students for 21st century skill attainment.

Personalized learning requires the active direction of the student. A number of important studies (Lee, et al., 1995; Newmann, et al., 1992; Stigler & Hiebert, 1999) have pointed to the importance of active participation in learning as a major determinant of performance on tests and in grades. Students who were formerly unsuccessful in the school setting benefit from personalized instruction and learning opportunities. With technology, it is easier to allow for student choice, for meeting individual interests, for ensuring that assignments are at appropriate level, and allowing for prior experience to support learning. CAC students will graduate with digital proficiencies that prepare them for success in post-secondary pursuits.

CAC provides students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Technology accessibility includes Chromebooks, internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

Schools that provide individually paced, online curriculum have demonstrated an ability to retain more students due to having fewer discipline problems and increased student engagement helping to mitigate the high dropout rates found in schools serving students who have previously dropped out of school. There is also a higher rate of college attendance than schools with a higher ratio of students to computers, according to the results of a study from Project RED (Revolutionizing Education), a national initiative that aims to prove that when properly implemented; investing in technology can boost student achievement.

CAC delivers an engaging curriculum through a dynamic blend of digital platforms, interactive learning tools, and traditional materials, ensuring comprehensive support for diverse student needs. The integrated use of Google Classroom and adaptive software provides the ability to track student progress in real-time, supplementing weekly progress sheets and quarterly reports. The program leverages technology to create individualized study plans, providing flexible, data-driven learning options that enable teachers to customize materials with precision. Transcript analysis ensures alignment with state graduation requirements, streamlining the path to diploma completion with 180 credits across 12 courses. Every CAC pupil will have access to standards-aligned instructional materials that are updated and refined on an ongoing basis. Embedded benchmark assessments and summative evaluations occur as a student moves through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, online courses are critical for students to experience as most community college classes also have an online course component.

CAC classrooms are equipped with up to date technology to meet students' instructional needs. CAC classes accommodate individual learning needs through an environment that supports individual learning styles and pacing. CAC teachers have subject-specific expertise through education and credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. An adult student-centered approach is a central concept of the program. Students are able to participate in small group learning activities facilitated by an instructor.

### ***Professional Learning***

The Career Advancement Charter implements versatile and meaningful instruction that cultivates critical thinking and creative problem solving for adult students. We ensure this through engaging professional development, various learning opportunities, and instructional collaboration specific to adult learners. We are an active member of the GOAL (Greater Opportunities for Adult

Learning) Consortium and collaborate with our Adult Education partners on three specific goals which include; addressing educational needs, improving integration of services and transitions, and improving effectiveness of services.

Our CAC staff participates in ongoing professional learning opportunities directly with the CAC team, with our partner Alternative Education department at SCCOE, the GOAL Consortium, and through state and nationwide opportunities offered through Adult Education. Standards-based curriculum that supports the college and career readiness standards and the schoolwide learner outcomes is a focus for our CAC staff.

CAC has established regular staff meetings to enhance team-building, teacher discussion, and input. Staff are also offered the opportunity to attend conferences that focus on best practices in adult education such as the California Adult Education Program (CAEP) Summit conference.

Teachers have opportunities to come together as a team to strategize through challenges and collaborate on developing school culture. Bilingual-bicultural instructional staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school.

### ***Subject Areas to be Taught***

CAC is committed to providing access to a challenging, relevant, and coherent curriculum for all students. CAC curriculum is developed and implemented with interdisciplinary alignment, where teachers collaborate to build skills that students need to succeed in all subjects. We track inventory and organize our curriculum through a working Google Sheets document that has additional teacher support tools, online and digital learning resources, and supplemental texts. Teachers integrate supplemental resources as appropriate for their students. New and additional curriculum orders are approved by the Executive Director, processed by the Business Office, and implemented into lesson plans throughout the year.

The CAC Curriculum Map outlines our stated outcomes and courses of study necessary to complete the high school diploma. Since all students come with varying previous credits, transcripts are reviewed with the student to create an Independent Study plan specific to their needs. During transcript review, students fill out and sign the Independent Study Master Agreement, updated annually, which outlines the specific courses and credits the student needs to graduate. Student work and credit accrual are tracked through the CAC Weekly Progress Assignment Sheet and the CAC Quarterly Progress Report. Students receive an updated transcript on a quarterly basis. Weekly check-ins and frequent reporting on credit accrual helps learners balance their progress towards graduation with work/life demands.

All of our students have access to a broad course of study to complete their high school diploma. Our graduation requirements are aligned with the state requirements. All students must complete 180 credits in 12 courses of study to graduate from the CAC.

### ***Pathways through Post-Secondary***

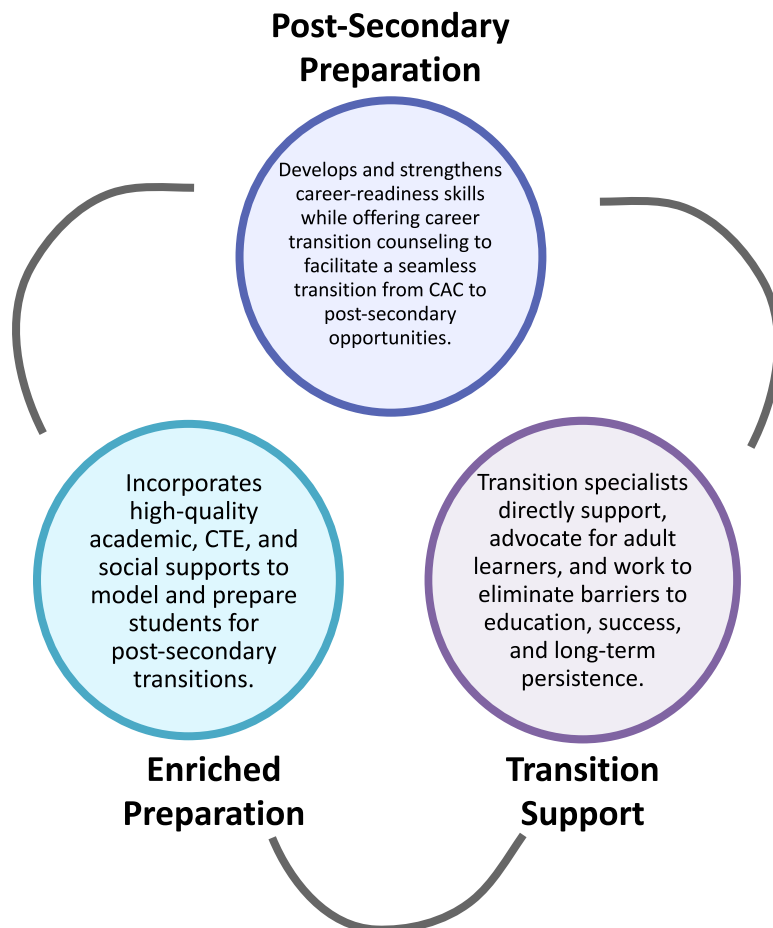


Our long-term vision is for CAC to empower adult students to become college and career ready by creating clear, supported pathways into and through post-secondary education. To support adult students in navigating post-secondary opportunities, the CAC follows a collaborative approach that leverages the expertise of teachers, transition specialists, and counselors.

Transition Specialists in Adult Education in California emerged as a critical role following the implementation of the Adult Education Block Grant (AEBG) in 2015, now known as the California Adult Education Program (CAEP). Transition specialists were introduced to address gaps in student support and help adult learners navigate pathways to postsecondary education, training, and employment. Their presence has been instrumental in fostering collaboration, ensuring that students receive seamless support as they move across systems and achieve their educational and career goals.

By working closely with educators and support staff, CAC transition specialists help students identify their goals upon entry into our high school diploma program, access resources, and successfully transition into postsecondary education, training, and employment.

To support adult students in transitioning to post-secondary, the CAC implements the following:



**ENRICHED PREPARATION**

*Note: **Enriched preparation** is delivered and emphasized by all CAC Staff, including teachers, transition specialists, support staff, and paraprofessionals.*

**College, Career, and Post-Secondary Training**

- CAC staff deliver consistent messages, from intake through graduation, that all students are capable of achieving post-secondary goals including college, career, and post-secondary training.
- Staff continually assess progress through the strategic use of data, using post-secondary access and completion as key measures of program success.
- Staff create a climate focused on academic and professional growth, mindsets, and practices as well as personal responsibility or agency for one's own learning, career, and life goals.
- Staff support students to explore a range of career options and to understand their connections to post-secondary programs of study.

**Curriculum & Instruction**

- Curriculum emphasizes deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century (meta-cognitive) skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.
- Curriculum is aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff embeds ongoing opportunities to practice academic and professional skills such as effective time management, team work, and problem solving.
- Students have the opportunity to participate in workforce readiness activities, including strategic job preparation (resume building, interview skills, and cover letters), as well as programs through the Workforce Development Board (WDB) that provide access to internships, job placements, and job shadowing experiences.

**Intentional Use of Time, Technology, & Assessment to Customize Instruction & Accelerate Learning**

- Program organizes time flexibly to enable students to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Staff use regular and various assessment methods (face-to-face and web-based) to determine students' specific learning needs and customize instruction to accelerate

learning.

- Staff utilizes student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic support.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate “anytime, anywhere, any pace” learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

#### **Personalized Guidance and Support**

- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish to achieve post-secondary success
- Program provides learning opportunities to build students’ agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students’ care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff develop students’ abilities to have greater responsibility and voice in their own learning and life choices.

#### **POST-SECONDARY PREPARATION**

**Post-secondary preparation** is delivered by CAC teachers, transition specialists, and counselors. CAC collaborates with our local community college and career training programs, integrating enriched preparation. CAC staff work together to share information and facilitate a seamless transition from CAC to postsecondary opportunities.

#### **Supported Dual Enrollment**

- Students have the opportunity to enroll in both non-credit and credit-bearing courses at local Community Colleges to gain exposure to college experiences and expectations. Courses reinforce essential skills within a career context, prerequisite math and English courses, or can be applied toward a technical certificate.
- Where appropriate, the program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.

- College courses explicitly model college instruction through the use of, for example, syllabi, out-of-class assignments, college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations) and blended or online approaches.
- The program provides formal, intense academic support and scaffolding to ensure students are successful in their early post-secondary courses.

**A Focus on College Knowledge and Success Strategies**

- The program coaches students to develop post-secondary skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.
- Students gain post-secondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- The program develops the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

**Personalized Guidance**

- Transition specialists use data such as attendance and course performance to monitor student progress toward the goal of entry into non-credit, credit-bearing coursework, and/or technical programs of study.
- The program utilizes a cohort-based approach to leverage peer connections, expand students' social networks, and build additional post-secondary support, using both face-to-face, small group, and online strategies.
- The program integrates intentional career exploration and planning that take into account students' career aspirations as well as local labor market demand to help drive toward post-secondary programs resulting in credentials with labor market value.

**TRANSITION SUPPORT**

Transition Support is delivered by CAC transition specialists and support staff. CAC transition specialists provide dedicated transition support, working in collaboration with our local community college and adult education partners to ensure a seamless transition or warm handoff for students to postsecondary.

**Fostering Connection to Post-Secondary Education**

- The program enables students to develop increasing independence and agency as learners, drawing on academic growth mindsets and behaviors as they prepare to

transition to post-secondary (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).

- Staff leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Students engage in small cohort-based learning and leadership communities whenever possible.

### **Reducing Barriers to Post-Secondary Transitions**

- Transition specialists conduct one-on-one meetings with students to assess their needs and develop individualized transition plans.
- Transition specialists and support staff identify and support by addressing barriers to education, such as childcare, transportation, and financial challenges, by connecting students with relevant resources.
- Transition specialists collaborate with staff to connect students with necessary programs and resources, including but not limited to food assistance, medical and behavioral health support, financial aid, and technology resources.

### **Outreach and Advocacy**

- The program advocates for the needs of adult learners within CAC and the broader community.
- The program educates students about their rights, opportunities, and available support services.
- Staff develop and strengthen partnerships with community colleges, career training programs, and workforce development agencies to co-create seamless pathways for students.
- Staff engage with community partners through events, fairs, board meetings, and direct outreach via phone, email, or in-person meetings.

### ***Targeted School Population***

CAC provides educational services for Santa Cruz County students, ages 18 and older, who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The CAC currently operates at seven sites in Santa Cruz County strategically situated to provide students in need of our services convenient access to our programs. A key component of the facility locations are accessibility to public transportation and access to partner resources. CAC

enrollment per teacher is different than California limits on ADA ratios of students to teachers. The CAC program provides post-secondary counseling through transition specialists as well as additional resources provided through partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners provide CAC with referrals to a 100% disadvantaged student population. Adult students leave compulsory education for many different reasons, but the research demonstrates that the following reasons are consistently at the top of the list: a difficult transition to high school, deficient basic skills, and a lack of engagement. The CAC program was designed to create learning environments that compel adult school students to gain proficiency in the skills, knowledge, and mindsets that support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The CAC offers a unique educational experience specifically designed for young adults who have not yet been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1.

### ***Student Enrollment and Attendance***

Enrollment in CAC shall be consistent with California Charter School Act and federal Law. Additional site locations may be possible for upcoming school years, as the need develops. CAC accepts any Santa Cruz County student seeking educational re-engagement and is eligible to pursue a high school diploma, as well as those from contiguous counties as required by law. Enrollment projections for the next five years could reach up to 300 students.

The Career Advancement Charter actively identifies, recruits and provides a premier high school diploma program and career technical education program. CAC specifically recruits students who include but are not limited to the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth ages 18 and older who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All CAC students are required to sign an attendance agreement upon enrollment.

A potential CAC student is someone who:

- Wants to return to school and complete their high school diploma
- Wants to identify and explore possible college and career paths
- Is not currently enrolled in a school or educational program (including a charter school)
- Is willing to create short-and long-term goals towards completing education, as well as transition plans that may include attending community college, vocational training, and workforce advancement.

To provide an exceptional CAC educational program and to support the academic goals of the students enrolled, the CAC program hires experienced, highly qualified certificated staff with the following qualifications:

- Possess a valid California Multiple/Single Subject Teaching Credential or Designated Subjects Credential
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility is considered).

### ***Adult Learning Strategies***

Adult learning strategies are essential for fostering lifelong learning, skill development, and career advancement. Adult learners benefit from strategies that acknowledge their prior knowledge, experiences, and need for practical application. Effective strategies include self-directed learning, where individuals take control of their education through online courses or Independent Study; experiential learning, which involves hands-on activities and real time instruction; and problem-based learning, where real-world challenges drive engagement and critical thinking. Additionally, collaborative learning enhances knowledge retention and professional growth. By using these strategies, adult learners can acquire new skills efficiently while balancing work and personal responsibilities.

The CAC's competency-based instructional model is based on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen's work on Professional Learning Communities (*Change Forces, Turnaround Leadership, Coherence*), Ron Edmonds' research on the school effectiveness movement, Robert Marzano's *What Works in Schools*, Larry Lezotte's *Stepping Up!*, Reuven Fuerstein's *Mediated Learning*, and Stephen Covey's *7 Habits of Highly Effective People*. Drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*),

Bloom's Taxonomy of Educational Effectiveness, and *Covey's 7 Habits*.

Using this theoretical framework, CAC provides high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. CAC's use of this customized curriculum provides for:

- Integration of California's State Standards (CCSS and NGSS) and CTE Standards
- High-interest projects and assignments revolving around Career Technical Education (CTE), careers, and college readiness
- Applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or multi-media tutorial to learn the core academics and technology applications)
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards)

Competency-based learning allows teachers more freedom to use metacognitive approaches and differentiated instructional practices to foster student engagement. A competency-based delivery model considers each student as an individual with different learning needs. A look into working with Career Technical Education (CTE) students demonstrates that competency-based learning is a natural way to assist students' transformation from drop out to life-long learner. The workplace needs of a 21<sup>st</sup> Century economy demands that workers have actual task mastery of skills, not just time on task.

Competency-based education, with a focus on individual student growth, coupled with rigor, relevance, and relationship, in a high tech and high touch environment, facilitates a unique experience and meaningful transformation that creatively meets many of the needs of a 21<sup>st</sup> century economy and culture. Student success is ensured with low student to teacher ratios, engaging and interactive curriculum, and an individual learning plan we refer to as "Personalized Learning Plan" or (PLP).

CAC offers students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a "knowledge value" individual as described by David Thornburg.

CAC leverages the knowledge and expertise of its partners to provide students with access to the middle class through an innovative curriculum and instructional model. This approach prepares students for the 21st century workforce, empowering them to become engaged, contributing members of their communities and the economy. CAC students develop persistence,



perseverance, and resilience, experiencing firsthand the rewards of their effort. With the support of dedicated and caring professionals, CAC graduates transition successfully into careers, advanced training, and higher education. Through hard work and guidance, they emerge engaged, empowered, and ready to expand their learning.

### ***English Learner Services***

Some students face an additional challenge of needing to develop English proficiency. Other students upon enrollment and assessment are found to have below grade level academic skills that require remediation and support to access grade level high school curriculum. And other students arrive with exceptional skills and the ability to truly accelerate their learning. The flexible learning model is an integral part of CAC's program delivery contributing directly to student achievement, as well as narrowing the achievement gap for all students. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice provides the flexibility to individualize and personalize learning leading to individual gains in math and reading.

For students needing supplemental English Language Development (ELD), the following supports are included in the instructional model:

- CAC follows the state mandated protocol and procedures for identifying students up to age 21 using CALPADS, the home language survey, and the English Language Proficiency Assessment for California (ELPAC). (EC 313 and 60810)
- For students ages 21 or older, CASAS is integrated as an assessment tool to help identify their English language proficiency.
- CAC has developed a customized ELD program for each student as part of their individualized learning plan which is detailed in their Personalized Learning Plan (PLP). Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.
- The CAC ELD program provides on site language development classes in a safe and supportive environment. Additionally, computer assisted programs designed to support English development.

CAC meets all applicable legal requirements for Multilingual Learners (ELs) including, but not limited to, annual notification, student identification, placement, research-based English Language Development (ELD/ESL) and core content instruction; progress monitoring and intervention; teacher qualifications and training; re-classification criteria, and a process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements.

CAC emphasizes continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies, and ensures that staff are qualified to serve Long-Term English Learner (LTEL) students and have the needed support from the SCCOE Student Services Division.

**Home Language Survey**

CAC shall comply with all applicable state and federal laws related to the education of EL students. CAC follows SCCOE policies and procedures for the provision of services to ELs including identification and assessment upon initial enrollment. The Home Language Survey is administered to determine each student's primary language. Any student identified as having a primary language other than English, as determined by the Home Language Survey, and who has not been previously identified as an English Learner by a California public school, or for whom there is no record of results from the administration of an English language proficiency test, shall be assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC).

**Assessments**

All students who indicate that their home language is other than English, is administered the ELPAC test within 30 days of initial enrollment, if they are entering a California public school for the first time for the school year, have no record of results, or have never taken the ELPAC test for another reason. They are tested at least annually to measure their language growth thereafter between July 1 and October 31 of each year until reclassified as fluent English proficient. EL students may also participate in other state mandated tests as required.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Student opinion and consultation, if applicable, achieved through notice to students of the language reclassification and placement.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the

same age whose native language is English).

CAC notifies students, if applicable, of the school's responsibility for ELPAC testing under the ESSA for annual English proficiency testing. ELPAC results are given to students, if applicable, within 30 days of receiving results.

### Outcomes

The goals of the CAC EL Program are to provide students:

- Development of proficiency in English and in the county adopted core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average SCCOE student of the same age or grade level whose primary language is English.
- Equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that will be equivalent to their peers, experience success, and sustain adequate psychosocial adjustment.
- To have students function successfully in the English language, the needs of English Learners will be met through:
  - Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
  - Access to highly-qualified academic teachers authorized to teach ELs, including integrated and designated ELD.
  - Implementation of the California ELD Standards.
  - Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English.
  - Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
  - Staff collaboration regarding best practices in working with EL students.
  - Primary language support provided by teachers and support staff, as feasible.
  - Use of nonverbal cues, using graphic organizers, hands-on learning, and

cooperative/peer tutoring.

- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think-a-louds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).
- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

In addition, if CAC enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed, composed of students, staff, and community members specifically designated to advise school officials on EL program services.

### ***Meeting the Needs of All Students***

CAC provides each student identified as Gifted with a learning environment conducive to developing and expanding his/her individual areas of giftedness. The learning plan and accommodations are documented in the student's learning plan. CAC recognizes a gifted student as a student who has superior intellectual development and is capable of high performance and accelerated learning.

The PLP is accessible to each of the students' teachers who are responsible for the implementation. Each teacher shall be informed of specific responsibilities related to implementing the student's PLP.

If a student enrolls with an IEP indicating that he/she was previously identified as "gifted / talented" under IDEA, then an IEP meeting is held to determine FAPE (Free Appropriate Public Education). Placement may be appropriate at CAC, and goals, objectives, supports and services are determined by the IEP Team.

CAC provides appropriate challenging coursework for all students along with opportunities to

accelerate in order to maximize each student's potential through a variety of options, including but not limited to: modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, formative, and summative assessments.

CAC will provide appropriate scaffolded coursework for all students along with remedial opportunities in order to maximize each student's potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, and/or enrichment. Supplemental curriculum and resources include Bright Thinker Foundational Math and Reading Strategies; Breakthrough to Math, Ventures ESL, Challenger Adult Reading Series, ALEKS online math, CyberHigh Online Learning Solutions, educational videos, and modified curriculum.

### ***Meeting the Needs of Special Education Students***

In 2022–23, CAC served 10 students who qualified for special education; in 2023–24, that number increased to 11. Upon enrollment, CAC provides comparable services based on each student's existing, agreed-upon IEP. Services are delivered by credentialed special education staff or approved contracted providers. These may include speech and language therapy, counseling, vision and hearing screenings, and instructional support. Students receive accommodations and/or modifications aligned with their IEPs, whether they are working within the high school curriculum, alternative standards-based programs, or using remedial and supplemental materials across various school settings. CAC offers both paper-based and computer-assisted curriculum options to support students who cannot access the standard curriculum. Additional supports may include peer tutoring, assistive technology, and strength-based instructional planning and delivery to address each student's unique needs.

CAC also provides special education services to eligible adults incarcerated in an adult correctional facility. CAC works with the Incarcerated Person to determine whether the eligible adult requests to receive Free Appropriate Public Education (FAPE) and, if so, ensuring that the eligible adult student is provided FAPE pursuant to the IDEA and corresponding California regulations. CAC staff reviews and revises the individual's IEP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located.

CAC has consulted with, and works in cooperation with, staff from other SCCOE departments, local educational agencies (LEAs) and the North County Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) will be provided to all students with exceptional needs. CAC aligns practices and procedures with SCCOE's Special Education Program Policy Guide to support the same goal: maintain a high quality program delivery model that is fiscally sound and follows a fiscal allocation plan.

Agreements are negotiated to determine allocations of actual and excess costs, as well as CAC's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the CAC rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools. CAC is fiscally responsible for fair share of any encroachment on general funds

CAC has adopted SCCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. CAC administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices.

CAC functions as a dependent charter of the SCCOE local educational agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

#### **SELPA Membership**

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It is understood that CAC does not discriminate against any pupil in its admission criteria on the basis of disability.

CAC is considered a school of the Santa Cruz County Office of Education, (SCCOE) for the purposes of special education and forms part of the North Santa Cruz County SELPA.

**See Appendix 2 for North Santa Cruz County SELPA Handbook Chapter 15.1 on Charter Schools**

#### **CAC Responsibilities**

CAC will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the SCCOE or Santa Cruz County SELPA regional providers.

Services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Utilization of the county's comprehensive services to provide appropriate education services to all enrolled students
- Submission of all required reporting, filings, etc. to fully comply with the Santa Cruz

## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

### CHARTER RENEWAL 2025-2030

County SELPA and California Department of Education (CDE) requirements.

#### **Provisions for and Compliance of Special Education Services Referral**

CAC students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the CAC refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data are collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date is scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions are not warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments.

A formal request from a parent or adult student to assess a student for special education supersedes the SST process and CAC staff comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

#### **Special Education Programs and Services**

Upon enrollment of a student with an IEP, a representative from CAC staff meets with the student to review the student's current IEP, review transcripts and discuss course assignments. Special education English Learners' IEP goals reflect the individual student's linguistic objectives. The needs of special education students are met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.

- Special modifications and/or accommodations of curriculum or instruction, as specified in the student's IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Collaboration between CAC, the SCCOE and the Santa Cruz County SELPA to provide appropriate special education services.

**Interim Placement and Individual Education Plan (IEP) Development**

CAC follows all legal mandates outlined in the Individuals with Disabilities Education Act (IDEA) and its implementing regulations. When a student with an active IEP enrolls at CAC, they are provided with an interim special education placement. Within 30 days, a new IEP is developed using the Santa Cruz County SELPA forms. Following the interim placement, the IEP team—including staff and the student—may revise the IEP to establish appropriate goals and determine access to services available at CAC. If the student's needs cannot be adequately met within the CAC program, alternate placement options are considered.

The IEP team is composed of the student, and/or their requested representative[s], if applicable), a general education teacher, special education personnel who will be working with the student, and an administrative representative. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and frameworks. Progress is periodically monitored and written documentation of progress toward meeting annual goals are provided to the student as frequently as their general education counterparts (but no less than three times per year).

**Initial and Triennial Assessments**

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CAC generates a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. Although not legally required, CAC staff attempt to distribute written assessment reports to the student prior to the IEP meeting. In the event this is not feasible, CAC ensures copies of the reports are available at the meeting. CAC utilizes the Santa Cruz County web-based SELPA Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.



At least once every three years, a student is reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan is considered, and if the student qualifies, developed at the meeting.

**Identification of Bilingual Special Education Students**

Before a student whose native language is not English is referred for special education, their level of English proficiency is determined to ensure that limited language acquisition is not the cause of lower academic performance. Personnel who are fluent in the student's native language and familiar with their culture participate in the Student Support Team (SST) process and in the referral process for determining eligibility for special education. As required, students are assessed in their native language before being identified as having a disability. CAC evaluates students in their native language prior to making any special education eligibility decisions or providing services. In addition, students are offered evaluation plans and IEPs in their native language before providing informed consent.

**Dispute Resolution & Complaint Procedures**

The CAC's policy complies with applicable federal and state laws and regulations. Pursuant to this policy, including a Board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, , career technical and technical education training programs, childcare and development programs, and child nutrition program.

Students also have the right to file a complaint with the county and/or the California State Department of Education.

**Please see Appendix 4 for the SCCOE Uniform Complaint Procedure**

***Transferability of High School Courses***

Upon enrollment, students are notified by CAC of the acceptability of credit for transferring

into or out of CAC.

***Career and College Pathway Efforts***

CAC partners with other entities, such as Career and Adult Learning Services (CALS) Adult Career Technical Education (CTE), to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and low income youth that are not enrolled in school or participating in the labor market.

***Professional Development***

CAC educators participate in meaningful staff development that centers on both content areas and appropriate strategies for teaching in adult environments. Topics for professional development may include: managing an adult classroom, working with English Learners, differentiating instruction, the Common Core State Standards, technology in the classroom, and content-specific topics.

***New Staff Orientation, Training and Support***

New staff members are encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

***Professional Development Plan***

CAC teachers are provided professional development opportunities geared toward individual experiences as well as site experiences which provide growth to the staff member(s). A catalogue of professional opportunities for learning will be available for CAC staff from which a site or individual can choose for their growth.

CAC provides: a rigorous curriculum that is adaptable to each student's individual needs, small school programs in multiple, highly accessible locations throughout Santa Cruz County, and highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed care.

The CAC leadership team believes that knowledge of the impact of chronic and severe traumatic stress is a key component to a comprehensive professional development plan that prepares educators to engage and empower our student population.

***Motivating Adult Learners***

Motivating adult learners in high school diploma programs requires a supportive, flexible, and goal-oriented approach. Many adult students balance work, family, and other responsibilities, so providing personalized learning paths and clear connections to career and life goals can enhance engagement. Encouraging a growth mindset, celebrating small achievements, and offering mentorship or peer support networks help build confidence and persistence. Flexible scheduling, self-paced options, and real-world applications of coursework make learning more accessible and

relevant. Building a sense of community within the program also fosters motivation, as students feel supported in their journey toward earning a diploma and advancing their future.

### ***Mindset***

The concept of developing a growth mindset comes from the research of Stanford psychologist Carol Dweck, who has spent decades studying achievement and success. At CAC, staff are trained to understand and apply this concept in their own work and to support students in doing the same—because it truly makes a difference.

In a fixed mindset, people believe their basic qualities, like intelligence or talent, are fixed traits. For many CAC students, this can translate into seeing themselves only as dropouts—an identity reinforced by years of negative messaging. With this mindset, students may assume that talent alone leads to success and that effort is irrelevant. Participation in the CAC program challenges that belief.

In contrast, a growth mindset is the belief that abilities can be developed through dedication and hard work. Intelligence and talent are just the starting point. This mindset fosters a love of learning and the resilience needed for long-term success. Research shows that individuals who embrace a growth mindset are more likely to achieve their goals, whether in education, business, sports, or personal relationships.

CAC staff are trained not only to cultivate their own growth mindset but also to model and encourage it in the students they serve. By doing so, they help shift students' perceptions of themselves and their potential.

### ***Description of how Curriculum Aligns to Student Performance Standards***

The standards-based curriculum at CAC is designed to prepare students for fulfilling lives in the global economy of the 21st century, with a strong emphasis on real-life skills that are transferable to both the workforce and higher education. Through partnerships between students, schools, businesses, and the broader community—and with a focus on a highly relevant, research-based curriculum applied to real-world situations—CAC supports students in becoming lifelong learners and active contributors to society.

The core academic curriculum emphasizes intellectual development and supports students in building proficiency in literacy and numeracy. Instruction is aligned with the California State Standards (CSS), the Next Generation Science Standards (NGSS), and Career Technical Education (CTE) Standards. The instructional model is theme-centered, integrated, interdisciplinary, problem-focused, and project-based, ensuring that students graduate college- and career-ready.

Core subject areas—including reading/language arts, mathematics, science, and social studies—are fully aligned with the CSS, NGSS, and the California History-Social Science Content

Standards. Upon graduation, CAC students demonstrate the following competencies:

***English/Language Arts***

With the implementation of the Common Core–aligned Bright Thinker curriculum, students develop strong reading skills in both informational and literary texts. They learn to write from sources, engage in active listening and speaking, and demonstrate research and presentation skills across multiple forms of expression—including written, oral, and multimedia formats—using communication styles appropriate to various settings and audiences. Through regular practice with complex texts and academic vocabulary, students build knowledge, deepen comprehension, and critically interpret a wide range of informational and literary materials.

***Mathematics***

Students develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical processes and concepts from the CCSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability.

***Science***

Students use scientific research and inquiry methods to understand and apply key concepts across multiple strands of science, including physical science, life science, earth and space science, environmental science, and science as inquiry. They investigate current scientific events related to their studies and present their findings creatively, enabling peers to learn and apply the knowledge as well. Students explore real-world issues through hands-on and virtual labs, engage in inquiry-based learning, and reflect on and summarize their understanding.

The integration of the three dimensions of the Next Generation Science Standards (NGSS)—scientific practices, crosscutting concepts, and disciplinary core ideas—provides students with a deeper context for understanding scientific content, how scientific knowledge is developed, and how different scientific disciplines are interconnected.

***History/Social Studies***

Students develop and apply civic, historical, economic, and geographical knowledge to actively participate in today’s diverse society, both in the workplace and in educational settings. They use essential skills such as reading comprehension, critical thinking, problem solving, analysis, and effective use of technology. Historical concepts are explored through domain-specific informational texts, with an emphasis on learning from the texts rather than simply referencing them. Students build academic vocabulary while engaging with complex materials and apply their knowledge through real-world projects that connect to their lives in the 21st century.

Assignments align with state standards, allowing students and teachers to track mastery of specific standards across content areas. Students graduate from CAC with a strong academic foundation in literacy and presentation skills, along with marketable career and technical skills, increased academic confidence, and a high school diploma. The program’s impact is reflected in

its ability to significantly improve students' career opportunities and overall quality of life.

### **Local Control and Accountability Plan (LCAP)**

The following annual goals and actions are implemented and further detailed in CAC's 2024–2027 Local Control and Accountability Plan (LCAP), which is submitted annually and may be revised or reorganized as needed. CAC recognizes that the majority of its students are likely to be socioeconomically disadvantaged, and goals and actions are developed to address the specific needs of this subgroup. All goals and actions—both current and in future LCAPs—reflect applicable laws and regulations for charter schools, which allow for added flexibility in several of the state priority areas.

**Goal 1:** Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.

### **Identified Needs**

This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.

**State Priorities:** 1,2,4,5,6,7,8

### **Metrics**

1. CA School Dashboard Graduation Rate
2. Post-Secondary Transition Rate
3. CASAS EFL (Educational Functioning Gains)

4. Percent of students earning 45 or more credits per year
5. Percent of students earning a HSD or HSE annually

**Goal 2:** The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.

#### Identified need

There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.

**State Priorities:** 3, 4, 5, 6, 8

#### Metrics

1. Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities
2. Career and Transition Services/Counseling Received
3. Post-secondary education placement
4. Number of students co-enrolled at the Community College or Technical Training

**Goal 3:** The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.

#### Identified Need

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meet student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

**State Priorities:** 3, 4, 5, 6, 7, 8

**Metrics**

1. Student Enrollment
2. Average Daily Attendance
3. Persistence Data - Students continuously enrolled for at least one semester
4. Student Survey Data - Program Satisfaction
5. Student Survey Data - Engagement

**MATERIAL REVISION TO CHARTER EDUCATIONAL PROGRAM**

As part of this charter renewal, the material revisions reflect the continued growth and evolution of our school in response to student needs and community priorities. These revisions center on these key areas: the expansion of courses and programs to provide more comprehensive and relevant educational opportunities; a significant increase in the number of students served, demonstrating growing demand and impact; a notable increase in facility space designed to support our expanding student body and enhance the overall learning environment, and shifting eligibility from 17 to 18 years of age to better align with our program model for adult learners. Together, these changes represent our commitment to continuous improvement and long-term sustainability.

**Courses and Program Expansion**

Since its inception, the CAC has offered students a flexible and supportive pathway to earn their high school diploma. The program continues to use a blended instructional model that combines direct instruction with online learning, and remains rooted in personalized, adaptable learning plans that meet students where they are. The core approach has remained consistent with a focus on relationship-building, skill development, and academic achievement. However, the program has evolved to better meet the unique needs and goals of adult students.

One of the most significant changes to the program is the intentional shift in curriculum. While the CAC initially used many of the same materials as the SCCOE Alternative Education program, the school has since adopted curricula that is specifically designed for adult learners, including resources used by the Adult Education Consortium. These materials are more developmentally appropriate and better aligned with the needs of adult students returning to school after time away from formal education.

The school continues to offer Career Technical Education opportunities in the Building and Construction Trades and Hospitality sectors, but with a broader focus on preparing students for a variety of post-secondary transitions. This includes workforce readiness, enrollment in community college or vocational training, and increased civic engagement. Digital Literacy has been added as



a key instructional focus, ensuring that students are prepared to navigate the modern workplace and educational environments. Students are encouraged to co-enroll in CTE programs at the community college as well as with the County Office of Education.

In addition, CAC has strengthened its support for Spanish-speaking students through a partnership with the Mexican Consulate and the Watsonville Public Library to offer *Plazas Comunitarias*, a Spanish literacy program. Online learning options have also expanded significantly, now including a full A-G approved curriculum, Bright Thinker, and Spanish-language access to core social studies courses with the use of CyberHigh. Throughout these changes, the program has maintained its commitment to soft skills development—helping students build confidence, communication, and professionalism to support their personal and career goals.

**Program Expansion (Facilities and Student Enrollment)**

The original charter petition included 5 locations; Santa Cruz County Office of Education, Sequoia Schools, Rountree Facility, Main Jail, and Natural Bridges High School. All of these sites are still operational, with the exception of Natural Bridges, an Alternative Education school site that closed in 2022. In partnership with the Sheriff’s Office and Santa Cruz County Adult Probation, the CAC now offers programming at an additional locked facility, Blaine Street Women’s Facility, and at both Probation Success Centers in downtown Santa Cruz and in Watsonville. These three sites serve a relatively small number (15-20) of students annually and attrition rates are high due to the transitional nature of the facilities.

<b>Date Opened</b>	<b>Location</b>	<b>Address</b>
Fall 2017 - closed spring 2022	Natural Bridges High School	313 Swift St., Santa Cruz CA 95060
Fall 2018 anticipated location did not open (no plans to open)	Cabrillo College Location removed from Charter	6500 Soquel Dr, Aptos CA 95003
Fall 2017 - present	Rountree Medium Facility	90 Rountree Ln., Watsonville, CA 95076
Fall 2017 - present	SC Main Jail	259 Water St., Santa Cruz, CA 95060
Fall 2017 - present	Santa Cruz COE - Annex	399 Encinal St., Santa Cruz CA 95060
Fall 2017 - present	Santa Cruz COE, Administrative Offices	400 Encinal St., Santa Cruz CA 95060
Fall 2017 - present	Sequoia Schools	229 Green Valley Rd., Freedom, CA 95019
Fall 2018 - closed 9/2021 and re-opened May 2023	Blaine Street Women’s Facility	141 Blaine St, Santa Cruz, CA. 95060
May 2019 - present	Probation Success Center North	303 Water St, Santa Cruz, CA 95060
September 2022 - present	Probation Success Center	2007 Freedom Blvd, Freedom, CA



# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025-2030

	South	95019
Fall 2025 - anticipated	COE South Site*	119 West Beach St, Watsonville CA 95076

The initial enrollment projections and anticipated ADA for community based programming were expected to increase over the five year period, with enrollment in the locked facilities staying relatively stable. The CAC consistently serves approximately 45-50 students year around in all three locations (Blaine Street, Main Jail, and Rountree), demonstrating that the initial enrollment assumptions in the locked facilities have increased only slightly. However, our current total enrollment was reported at 330 for the LCAP mid-year report, with an ADA of 208 at P2. This growth is primarily due to the rising enrollment at our community-based locations, which have expanded beyond initial projections while enrollment in the locked facilities has remained relatively stable.

### *Projections from original Charter Petition*

Enrollment Assumptions	2017-18			2018-19			2019-20 2020-21 2021-22		
	RT/Jail	Seq	Total	RT/Jail/BI	Seq/CAB	Total	RT/Jail/BI	Seq/CAB/NB	Total
<b>Enrollment</b>	43	42	85	43	84	127	43	168	211
<b>ADA %</b>	66%	66%	66%	66%	66%	66%	66%	66%	66%
<b>Total ADA</b>	28.38	27.72	56.1	28.38	55.44	83.82	28.38	110.88	139.26
RT=Rountree Facility, Jail=Main Jail Facility, Seq=Sequoia School, CAB=Cabrillo, BI=Blain St., NB=Natural Bridges School									

Since 2022, the program has expanded to meet the demand of adult students wanting to earn a high school diploma. We believe this is due to numerous reasons, including but not limited to; the reputation of the CAC being a welcoming and supportive environment for adult students to earn their high school diploma, word of mouth referrals between adult students' friends and family members, the impact of COVID-19 on young adults who were not successful with the online shift during the pandemic years, and the ongoing outreach by our transition specialists and community organizer to students and community partners. To meet the needs of our students we have increased our staff and added locations. We currently provide CAC services at the Probation Centers North and South in response to a request from Probation, as part of a collaborative effort to support adult learners in meeting their educational goals and improving their opportunities for re-entry success. We anticipate the new building at 119 Beach Street in downtown Watsonville will provide an easily accessible and convenient location for adult students on that side of town, as transportation is a challenge for many of our students. This location is within walking distance of the main Metro bus station and the Cabrillo College Watsonville location.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025-2030

<b>LCAP Enrollment Numbers</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Total Enrollment Includes all student registrations, including exited students (PowerSchool, local Student Information System)	271	320	361	330* <i>at mid-year LCAP report</i>
ADA	117.59	137.98	155.41	208 (P2)

From CAC LCAP 2024-2027

<b>Metric</b>	<b>Baseline (23/24)</b>	<b>Year 1 (24/25) Outcome</b>	<b>Year 2 (25/26) Outcome</b>	<b>Target for Year 3 (26/27) Outcome</b>
Enrollment	361	TBD at end of school year	TBD	400
Average Daily Attendance	155	208		185

The table above shows that we are exceeding our initial enrollment projections captured in the most recent (2024-2027) Local Control Accountability Plan. As this plan is updated annually, it will reflect for the community the current numbers and a plan for how the CAC will continue to provide a high quality educational experience for adult learners. The new 119 West Beach location will be the primary location to serve the increased student population.

Enrollment in our charter program has more than doubled, exceeding our original authorization. This growth is a direct response to increased community need and demand for accessible educational pathways, particularly for adult learners who face barriers to traditional schooling. Because our students are adults, this increase does not impact class size requirements or facilities in the same way a traditional K–12 program would. Our instructional model and staffing levels are designed to flexibly support adult education, and we are confident in our ability to maintain compliance with all state regulations, including those related to curriculum, credentialing, and ADA reporting. The increase in enrollment enhances our ability to serve a broader segment of the population, furthering our mission without compromising program quality or oversight.

The Career Advancement Charter (CAC) provides a vital educational pathway for adult learners who might otherwise never return to complete their high school education. By serving a population that is often overlooked—adults without a diploma who face barriers to re-entry into traditional systems—CAC helps close opportunity gaps and fosters greater equity within our community. The program’s flexible scheduling, personalized learning plans, and lower student-to-teacher ratios allow staff to build meaningful relationships and provide consistent,

direct support tailored to each learner’s goals. Many of our students come to us after exhausting other options; what makes CAC unique is our ability to meet them with empathy, adaptability, and high expectations. The positive ripple effect of diploma completion is felt far beyond the classroom: students gain access to better jobs, post-secondary education, and greater self-sufficiency. In turn, the broader community benefits from a more educated workforce, increased civic engagement, and reduced reliance on social services. CAC is not just a school—it is a bridge to renewed opportunity and long-term community wellbeing.

### **Required Age of Students**

Since the original charter petition, the Career Advancement Charter (CAC) has refined its enrollment criteria to focus exclusively on serving adult students—those who are 18 years of age or older—who have not yet earned a high school diploma. This change reflects a thoughtful alignment with the broader educational services offered within the Santa Cruz County Office of Education (SCCOE) and is intended to ensure that students are placed in the program best suited to meet their individual academic and developmental needs.

The decision to remove 17-year-olds from CAC eligibility was made in recognition of the robust support already available to that age group within SCCOE’s Alternative Education programs. These programs are well-equipped to provide 17-year-old students with a variety of structured, relationship-centered, and engaging educational options, especially when a traditional comprehensive high school setting is not a good fit. This ensures that younger students continue to receive the specialized support they need in environments designed for their stage of development.

By narrowing the age range to serve only adult learners, CAC is better able to tailor its curriculum, scheduling, and instructional strategies to the unique needs of an adult population. The program is specifically designed for those returning to education after time away, often balancing school with work, family, or other responsibilities. This shift allows CAC to maintain its focus on high school diploma completion for adults while supporting transitions to the workforce, community college, and other post-secondary pathways.

### **Evolution of the Program**

While the Career Advancement Charter (CAC) continues to implement the core mission and vision outlined in the original charter petition, there have been a few notable shifts in practice to better align with the evolving needs of our students. One key change is a reduced emphasis on providing direct work-based learning experiences within the program. Instead, CAC has strengthened its partnerships with community-based organizations—such as the Sueños workforce development program and the Department of Rehabilitation—to refer students who are seeking hands-on employment training or job placement services. This approach allows us to focus our internal resources on academic and personal development, while still connecting students to valuable

external supports that align with their individual goals.

Additionally, while the original petition emphasized college readiness and a college-going culture, CAC has broadened its post-secondary focus to include a wider range of outcomes. This includes support for students entering or advancing in the workforce, enrolling in community college or vocational training, and participating in civic or community engagement. Another area of the original petition that has not been fully implemented is the use of a formalized portfolio assessment system. While some portfolio-based practices exist among individual teachers, the approach has not been systematized across the school. This gap is currently being addressed through our WASC accreditation process, with the development of a schoolwide exit portfolio identified as a key action item. The goal is to create a structured, meaningful tool—with rubrics, assessments, and student input—that will help learners demonstrate their growth and prepare for their next academic or professional step.

These intentional adjustments reflect the CAC’s commitment to remaining responsive to the needs of its adult learners while staying aligned with the broader mission of supporting high school diploma completion and successful post-secondary transitions. These changes are not a departure from the school’s vision but rather a strategic evolution that ensures the program remains relevant, impactful, and student-centered.

**ELEMENT B: Measurable Student Outcomes**

**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.*

*The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

**CAC Student Outcomes****Expected Measurable Outcomes**

Progress towards meeting this goal is measured by the following metrics:

- The percentage of students who earn their high school diploma will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who make more than a year's worth of progress (50 or more credits) will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who earn industry certification will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who score 236 or higher on the CASAS reading and math will increase by 5% every year from a baseline of 2024-2025.
- Increase the percentage of students that report in an annual survey that staff is "caring and supportive" by 3% every year from a baseline of 2024-2025.

The CAC will improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited California high school diploma. All courses and curriculum utilized by CAC will be aligned with California State Standards and its teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

Highly qualified, subject-certified teachers and their paraprofessional assistants are physically present in the classroom to help students work both online and offline to complete their courses. Students submit work through the learning management system or in the classroom utilizing interactive and engaging real-world assignments and tasks, where teachers access it, review it, and then report grades. The face-to-face staff provide synchronous, as-needed help and instruction to complement the online learning components.

***LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups***

CAC observes and meets the state priorities listed in *Education Code Sections 52060 and 52066*. The CAC program complies with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals are established for each group in the following areas:

**A. Conditions of Learning:**

- Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**B. Pupil Outcomes:**

- **Pupil achievement:** performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

- **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils and staff on the sense of safety and school connectedness. (Priority 6)

CAC prepares students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. CAC operates as a charter school under the authorization of the Santa Cruz County Board of Education, as a unique public school with the following overarching goals:

- To provide students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- To reach students who have “dropped out,” and are not currently enrolled in any school, or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- To educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning and/or who are credit deficient.
- To increase student learning and academic performance.
- To provide students with alternative methods to master core content standards.
- To foster rigorous learning experiences aligned to state standards.
- To increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- To stimulate students’ natural interests and curiosity.
- To develop learners who are self-motivated.
- To support students in identification of life and career goals and assist transition into employment.

CAC is accountable for meeting these goals and achieving measurable pupil outcomes through a performance based system.

***School Exit Outcomes and Performance Goals***

1. Individual Student Growth Results will demonstrate accelerated learning in reading.
  - The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.
2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.
  - The percentage of students demonstrating accelerated growth in mathematical skills will trend up over the term of the charter.
3. An evaluation of individual student writing skills will demonstrate improvement over time.
  - Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.
4. The CAC graduation rate will be captured annually to most accurately compare with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.
5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
  - Staff will use the National Student Clearinghouse data to gather college data.
  - Staff will encourage student participation in an alumni program to gather these data.
  - Success metrics will include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.
6. Students will be evaluated by a local survey to measure engagement, school connectedness, and overall well-being, measures of non-cognitive efforts to predict student success in academics and general youth development settings.

All of the outcomes and goals described previously align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through assessments that provide relevant academic growth information to each and every individual



student. CAC adheres to California public high school graduation requirements and prepares students for the accomplishment of the California State Standards.

CAC uses a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. CAC teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments also prepare students for the California Assessment of Student Performance and Progress (CAASPP) where appropriate.

CAC improves student academic knowledge and guides students with an educational plan that results in completing all course criteria to qualify them to obtain a high school diploma. All courses and curriculum materials employed by CAC follow state adopted guidelines and teaching staff meet California Commission on Teacher Credentialing (CCTC) requirements.

Any modification of these outcomes or expectations will be submitted to the Santa Cruz County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

## ELEMENT C: Measuring Student Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

### *Methods of Assessment*

To measure the progress of the students at Career Advancement Charter (CAC) and to ensure that the goals of the charter are being met, CAC adheres to statewide standards with mandated standardized tests and utilizes additional CAC Charter School performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the CAC School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches are included in the school's measurement of outcomes:

- CASAS (Comprehensive Adult Student Assessment Systems) is used to assess the relevant real-world basic skills of adult learners. CASAS measures basic skills and the English language and literacy skills needed to function effectively at work and in life. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area. Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts. The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish. Student Performance Level (SPL) designations are provided for the ESL levels. The SPLs were developed through the Center for Applied Linguistics for the National Mainstream English Language Training Project. They provide general descriptions of adult ESL learners' ability in two areas of language proficiency: language/oral communication and reading/writing at a range of levels.

- Curriculum-Embedded Standards-Based Formative and Summative Assessments: locally developed tests, designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students are assessed individually after each unit, module/course.
- Teachers chart and use assessment/test results as an ongoing guide to student instructional needs to enhance student progress. In order to address the skills needed for success, assessments will be developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
- Teachers also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels will be a natural and cohesive part of all curriculum and instruction regardless of content area. These levels will also be in alignment with the California state standards.
- Portfolio Assessment: Portfolios are be divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated technologies are at the core of these portfolios to help prepare our students for the competitive 21<sup>st</sup> century job market. Students may present their portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

### ***Use and Reporting of Data***

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in CAC. CAC utilizes the data to identify areas for improvement in the educational program. The Charter develops an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality
- A summary of major decisions and policies established during the year, data on the level of

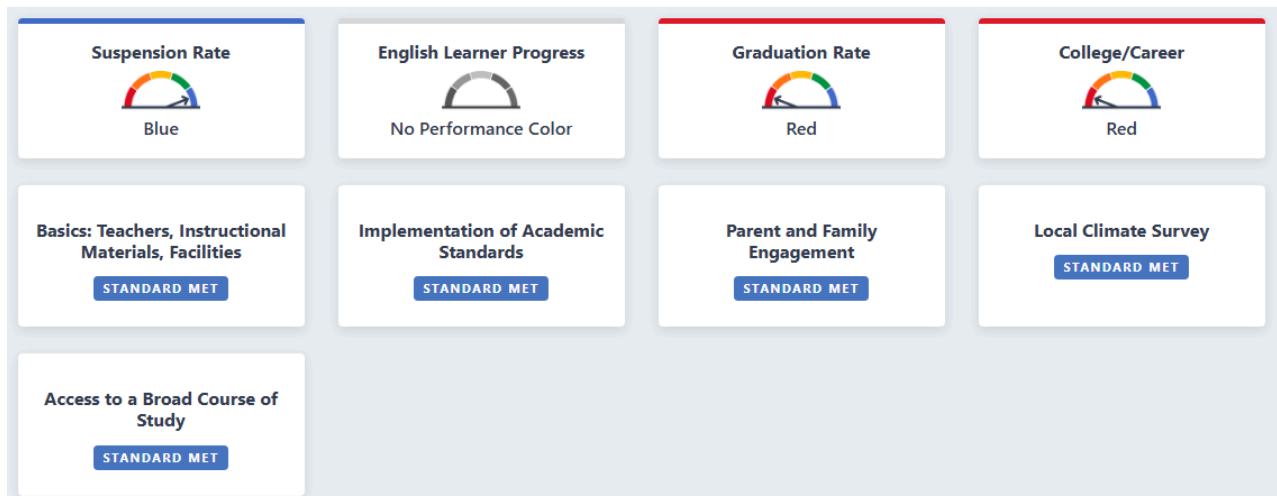
student involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual student satisfaction survey

- Data regarding the number of staff working at the CAC and their qualifications
- A copy of the charter's health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the charter implemented the means listed in the Charter to achieve a racially and ethnically balanced student population
- An overview of the charter's admissions practices during the year and data regarding the number of students enrolled and the number on waiting lists
- Analyses of the effectiveness of the charter's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the CAC relative to compliance with the terms of the petition.

CAC uses the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual CAC performance information is shared with students, families, and public agencies as appropriate.

### 2024 California Dashboard Performance

The California School Dashboard is an online tool designed to provide students, caregivers, educators, and the public with a comprehensive view of school and district performance across various metrics. When reviewing the California Dashboard metrics, CAC is rated blue for suspension rate, indicating strong performance in this area, but red for graduation rate and college and career readiness, signaling significant areas for improvement.



Source: <https://www.caschooldashboard.org/>

The California School Dashboard is not a fully appropriate or effective tool for evaluating non-classroom-based (NCB) charter schools that serve adult learners, such as the CAC. Designed primarily for traditional TK–12 classroom settings, the Dashboard relies on metrics that don't always align with the goals or realities of adult education. For instance, measures like chronic absenteeism and suspension rates are not particularly meaningful in flexible, independent study models where adults may be balancing school with work, caregiving, or other responsibilities. Similarly, indicators like graduation rate or college and career readiness are based on cohort models and traditional high school pathways, which may not reflect the diverse reasons adult students enroll—such as earning a GED, completing specific credits, gaining job skills, or improving English literacy. However, while the CAC does utilize alternate metrics, the CAC student data as measured by the California School Dashboard necessitates a clear plan for improvement in the specific areas of Graduation Rate, College and Career Readiness, and Chronic Absenteeism.

**Improving Graduation Rate:**

The CAC Graduation rate for 2024 is 29.2% on the [California School Dashboard](#). To improve graduation rates, the CAC implements a proactive academic support system that includes individualized learning plans, regular progress monitoring, and increased access to tutoring and mentoring. Every student meets with the Community Organizer or Transition Specialist upon enrollment to create a customized graduation plan that outlines required coursework and timelines. Instructors collaborate with support staff to identify students needing more support and offer targeted interventions, such as academic workshops and credit recovery options. Flexible course scheduling, including evening and online classes, accommodates working adults and parents, ensuring that external responsibilities do not become a barrier to completion.

**Enhancing College and Career Readiness:**

Currently, the [California School Dashboard](#) shows that zero CAC students are considered “Prepared” on the College and Career Indicator (CCI). It is important to note that this designation is based on a set of metrics—such as performance on CAASPP, AP, or IB exams, completion of A-G pathways, and multiple successfully completed community college courses—that do not align with the educational experiences or pathways of most CAC students. CAC students are all classified as 12th graders and do not participate in state testing (such as CAASPP), and the school does not currently offer AP or IB coursework due to its focus on diploma recovery and flexible, personalized scheduling.

While many CAC students do engage in post-secondary coursework, including community college classes, these achievements may not be reflected in CCI data due to reporting limitations or the structure of how dual enrollment is tracked for adult learners. This discrepancy may contribute to an underrepresentation of student success on the Dashboard. The school is actively working to improve data collection and reporting processes in collaboration with our partners to ensure that

student progress and accomplishments are more accurately reflected in future accountability measures. The CAC strengthens college and career readiness by integrating career exploration, postsecondary transition support, and real-world skill development into the curriculum. Career counseling is embedded throughout the student experience, including resume writing workshops, mock interviews, and goal-setting sessions. Instruction is aligned with essential workplace competencies, such as digital literacy, communication, and critical thinking, to ensure students are prepared for both college and the workforce.

**Reducing Chronic Absenteeism:**

The 23-24 chronic absenteeism rate according to [DataQuest](#) for CAC students is .4%. To reduce chronic absenteeism, the CAC implements a multi-tiered system of supports focused on building strong relationships, identifying barriers, and increasing student engagement. Every student is assigned a dedicated staff advocate who checks in regularly to address attendance challenges and connect students with community resources like childcare, transportation, and mental health services. We use attendance data to identify patterns and respond quickly with personalized outreach and support. In addition, we foster a positive school culture by celebrating attendance milestones, creating a welcoming and inclusive environment, and offering incentives for consistent participation. We reinforce the value of daily attendance through student orientation, ongoing messaging, and collaboration with families.

In addition, many adult-serving NCB charters face challenges with data suppression due to small enrollment numbers or rolling admissions, which can further distort the usefulness of Dashboard indicators. These schools often serve highly marginalized populations and measure success through persistence, credit recovery, skill gains, and workforce outcomes—factors not currently captured by the Dashboard.

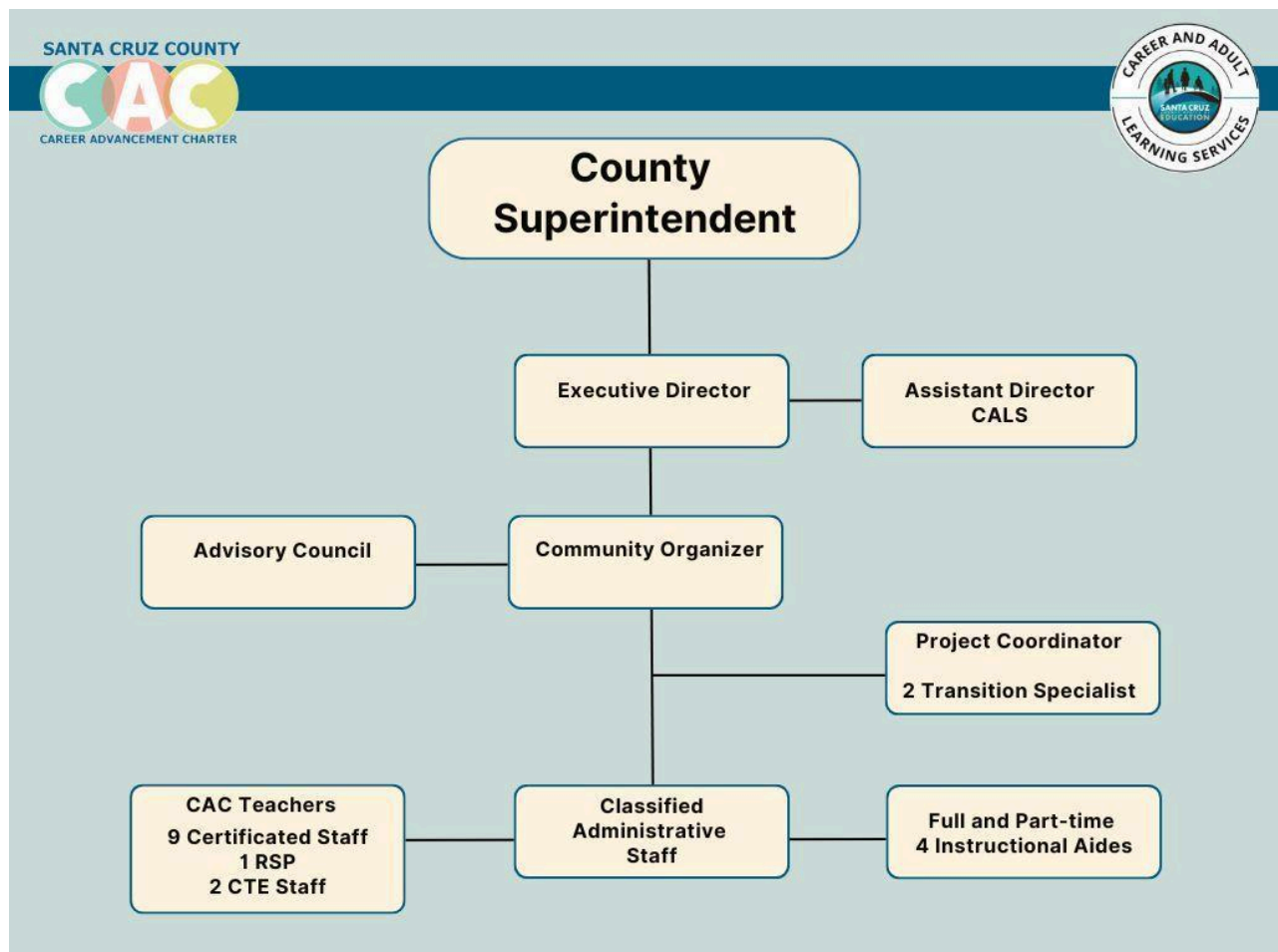
For these reasons, a more accurate and equitable evaluation would incorporate locally defined indicators aligned with the school's mission, such as credit accumulation, GED completion, CTE certification, or employment outcomes. Accreditation processes like those conducted by WASC, which consider program quality and adult learner success, also provide a more holistic picture. In summary, while the CA Dashboard may offer limited insight, it should not be relied upon as the primary accountability measure for non-classroom-based charter schools serving adult learners. A more nuanced and customized framework is necessary to reflect the unique needs and achievements of this student population.

## ELEMENT D: Governance Structure of School

**Governing Law:** The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Career Advancement Charter (CAC) is a dependent public charter school authorized by the Santa Cruz County Board of Education and administered by the Santa Cruz County Superintendent of Schools through the Santa Cruz County Office of Education (SCCOE). CAC is non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Through its role of long-range policy development and other critical functions and responsibilities, the Santa Cruz County Office Board of Education works with the Santa Cruz County Superintendent of Schools to offer the most effective educational programs and services available.



## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

### CHARTER RENEWAL 2025-2030

The Santa Cruz County Board of Education retains roles and responsibilities as defined in Education Code 1040 – 1047 for the Career Advancement Charter.

CAC follows applicable policies set forth by the Santa Cruz County Board of Education and the administrative regulations set by the Santa Cruz County Superintendent of Schools. CAC complies with all applicable federal laws, and state and local laws that are applicable to public charter schools.

#### **Conflict of Interest Regulations**

CAC is fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code 1090.

#### **Advisory Council**

The Charter Advisory Council was established to ensure the school program is aligned to the charter elements, the Local Control Accountability Plan (LCAP) goals and action/strategies. The Charter Advisory Council reviews and approves the LCAP, monitors its implementation, and evaluates the effectiveness of the planned activities annually. The CAC Advisory Council (AC) makes recommendations to the County Superintendent on design and other pertinent requirements of the operations of the school. The AC consists of the Community Organizer, Executive Director, 2 students, 2 teachers, 1 other staff, and 2 community members who are representative of all CAC sites/locations. Other collaborating partners include; Adult Probation, law enforcement, Cabrillo College, Workforce Development Board, Salud Para La Gente, business partners and other dedicated partners.

The Charter Advisory Council meets quarterly and provides input to the Santa Cruz County Superintendent of Schools on general school issues, policies, and other charter school interests and activities.

#### **School Site Council**

The School Site Council is an advisory group to the administration. As required by California Education Code 52852, the School Site Council will be constituted to ensure parity between (A) the administration, classroom teachers, and other school personnel; and (B) an equal number of students, or other community members selected by pupils. The School Site Council may make recommendations about issues related to CAC and participate in reviewing community concerns and opportunities. The Principal/Executive Director is responsible for communicating all School Site Council recommendations to the Santa Cruz County Superintendent of Schools.

#### **Student Engagement**

Student and community involvement in the operation of the school is an integral factor in ensuring that CAC addresses the needs, concerns and expectations of the families and



communities of our students.

**English Learner Advisory Committee**

Since the CAC enrolls more than 20 multilingual learner students, an English Learner Advisory Committee (ELAC) is established. The ELAC consists of students, staff, and community members designated to advise CAC on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

**Teacher/Student Agreements**

CAC utilizes a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. The Teacher/Student Contract:

- Requires students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Requires students to complete all class work and homework the teacher assigns
- Requires teachers to correct and return student assignments with useful comments in a timely manner
- Requires all students to follow the Student Conduct Code and all rules of the program in which they are co-participating
- Requires students and teachers to attend all student-teacher conferences as scheduled by the teacher and/or student
- Requires students and teachers to follow all rules and procedures as approved by the Santa Cruz County Office of Education

**Role of the Chartering Authority**

As the chartering authority, the Santa Cruz County Board of Education is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Santa Cruz County Board of Education is responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

**Legal Organization of the School**

CAC operates as a dependent public charter school of the Santa Cruz County Office of Education (SCCOE). CAC maintains an agreement with the SCCOE for providing business and administrative

services. The County Office provides personnel, accounting, and payroll services to CAC.

## ELEMENT E: Employee Qualifications

**Governing Law:** *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Career Advancement Charter (CAC) School recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement.

In accordance with Education Code 47605(d) (1), CAC shall be nonsectarian in its employment practices and all other operations. CAC shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All CAC teachers must meet the requirements of state and federal law. Possession of an appropriate California Teaching Credential, Multiple or Single Subject; Must have EL Authorization. Must have possession of a valid Class C California Driver's License; insured by a valid liability carrier. All teachers must be Every Student Succeeds Act (ESSA) compliant in core areas (English, Math, Science, Social Science) or willing to obtain appropriate certification. As CAC is a charter under the authority of the Santa Cruz County Board of Education, teachers abide by the same requirements as all teachers employed by the Santa Cruz County Office of Education (SCCOE). English Learners are served by credentialed teachers holding a Cross-cultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as SCCOE employees. Agencies and organizations may provide services to CAC through contracts. All CAC staff are evaluated with the appropriate SCCOE evaluation forms and process for their classification (i.e. Certificated Management, Certificated Teacher, and Classified evaluation).

CAC acknowledges: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. All CAC instructional staff, including certificated teachers and classified instructional paraprofessionals, are effective and compliant with federal Every Student Succeeds Act (ESSA) requirements.

Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. The staff at CAC are provided professional development

that is ongoing, experiential, collaborative, and connected to and derived from our vision, mission, and school goals.

All CAC employees possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the SCCOE. These criteria are further described in the remainder of this section. CAC maintains current copies of all teacher credentials, and they are readily available for inspection and monitoring. CAC complies with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and ESSA guidelines.

All CAC employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

#### ***Procedures for Background Checks***

Employees and contractors of CAC are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director shall monitor compliance with this policy and report to the County Superintendent of Schools on a regular basis. As the employer, the County Superintendent of Schools monitors the fingerprinting and background clearance of the Executive Director. Volunteers who volunteer outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at CAC:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which are maintained by administration in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential

- Cover letter
- Resume
- Complete W-4 and DE-4 Income Tax forms
- Proof of Tuberculosis clearance

**The following positions are employed at CAC:**

***Executive Director***

The Executive Director is responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the CAC at all sites. The Executive Director is supervised by and receives guidance from the County Superintendent of Schools. The Executive Director is responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership. These responsibilities include maintaining budgetary oversight; complying with local, state and federal regulations; supervising assigned staff; establishing appropriate relationships with the community and other agencies; and ensuring an effective program of student education.

***CTE Teacher***

The Career Technical Education teachers perform the primary role of a leader of learning in the assigned position. The CTE courses are designed to develop the knowledge and skills of various occupations and their presentation to outside audiences as used in an employment setting. The CTE Teachers provide group and individual instruction utilizing the most effective teaching strategies, activities, aides and equipment.

***Academic Teacher***

CAC Teachers are responsible for providing general education (core academic subjects) and special education instructional services for students (special education and regular education) ages 18 and older who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and process new students in accordance with requirements. These positions may provide lead support to instructional aides and are under the general supervision of the Executive Director for day-to-day operations and program implementation and a special education teacher for guidance regarding IDEA regulations/compliance.

***Counselor***

The counselor provides all aspects of counseling and guidance services to students, including supplemental academic intervention services to support students. The counselor also provides information to students, teachers, and administrators in order to promote a comprehensive

decision-making process for the achievement of student educational objectives.

***Instructional Aide***

Instructional Aides assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students.

***Administrative Assistant***

The Administrative Assistant performs a wide variety of clerical and office functions. Under general supervision, employees in this classification perform a variety of responsible administrative support duties in support of an administrator and provide general information and assistance to faculty, staff, students, and the general public.

***Transition Specialist/Project Specialist***

The Transition Specialist plays a crucial role in helping adult learners move successfully from their educational programs into postsecondary education, career training, or the workforce. Their main goal is to remove barriers that might prevent students from achieving their career or educational aspirations.

***Community Organizer***

The Community Organizer plays a key role in engaging and mobilizing communities to improve access to educational opportunities, advocate for adult learners, and create support networks that enhance student success. They act as a bridge between students, institutions, and the broader community to remove barriers and promote lifelong learning. The Community Organizer is often the first point of student contact and is critical for student recruitment and retention.

**ELEMENT F: Health and Safety Procedures**

**Governing Law:** *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

Career Advancement Charter (CAC), as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the Santa Cruz County Office of Education (SCCOE). This plan is currently under development and its structural frame will be based upon the existing SCCOE Alternative Education Department's Comprehensive School Safety Plan for Community Schools. These policies are incorporated as appropriate into the CAC's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration.

These policies will be developed in consultation with insurance carriers and at a minimum will address the following:

***Seismic Safety***

CAC assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

***Natural Disaster Emergency Preparedness***

CAC sites will use the Santa Cruz County Office of Education Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

***Immunizations***

All students who are 18 years of age will be required to provide records documenting immunizations as required pursuant California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

***Drug Free/Alcohol Free/Smoke Free Environment***

CAC will function as a drug, alcohol, and tobacco free workplace.

***Role of Staff as Mandated Child Abuse Reporters***

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the SCCOE.

***Emergency Epinephrine Auto-Injectors***

CAC will adhere to Education Code Section 49414 regarding the provision and use of emergency

epinephrine auto-injectors by trained office staff or volunteers at school.

***Facility Safety***

CAC shall comply with *Education Code Section 47610* by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CAC tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CAC conducts fire drills as required under Education Code Section 32001.

***Comprehensive Sexual Harassment Policies and Procedures***

CAC is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CAC has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the SCOEE's sexual harassment policy.

***Health Care and Emergencies***

CAC recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with emergency contacts as appropriate when an accident or illness occurs, the CAC requires current contact information for all students.

**See Appendix 3 for Comprehensive School Safety Plan**

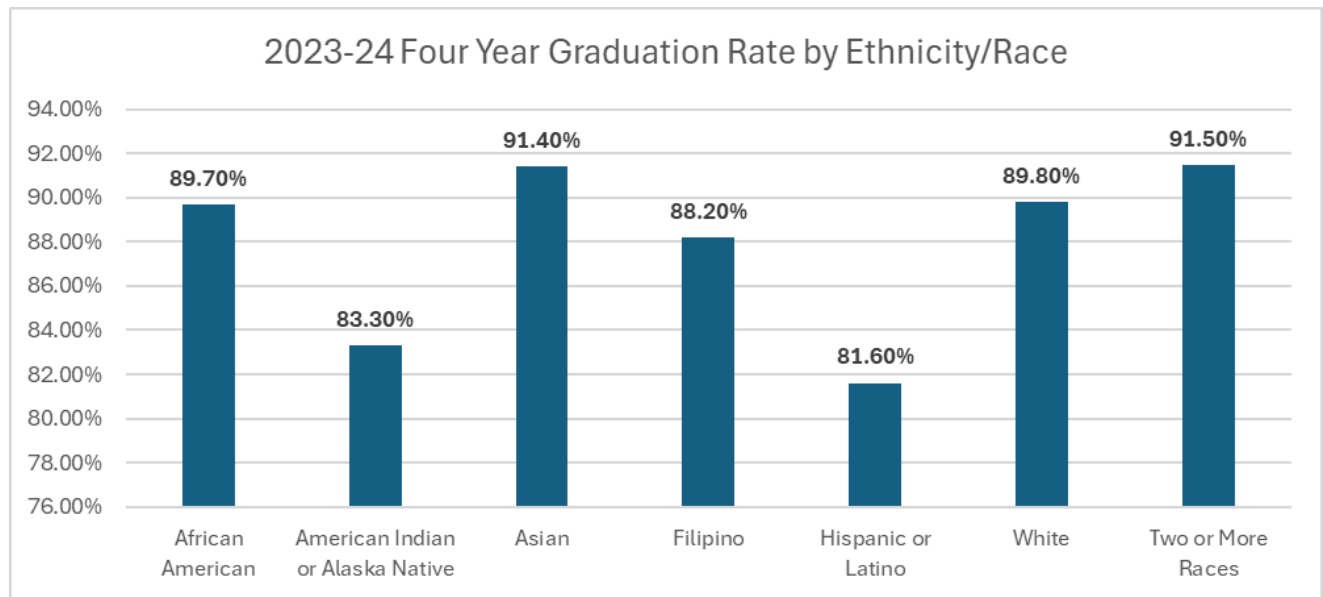
**ELEMENT G: Racial, Ethnic, Special Education, and English Learner Balance**

**Governing Law:** *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.*

*Education Code Section 47605(b)(5)(G).*

The CAC is committed to serving a diverse and representative student population. The charter school target ethnic balance is determined by the data below which delineates the cohort demographics for the dropout population in Santa Cruz County.

**Figure 3:** Santa Cruz County and California 2023-24 graduation rate student population by ethnicity.



*Source: Dataquest Four-Year Adjusted Cohort Graduation Rate*

The chart shows the 4-year graduation rates for the academic year 2023-24 for various racial and ethnic groups. Here's a summary focusing on those who did not graduate:

- African American students had a graduation rate of 89.70%, implying that approximately 10.30% did not graduate within 4 years.
- American Indian or Alaska Native students had a lower graduation rate at 83.30%, indicating that 16.70% did not graduate within the 4 year cohort.
- Asian students achieved a graduation rate of 91.40%, meaning around 8.60% did not graduate within the 4 year cohort.
- Filipino students had a graduation rate of 88.20%, so 11.80% did not graduate.
- Hispanic or Latino students had one of the lower graduation rates at 81.60%, resulting in 18.40% not graduating within the 4 year cohort.
- White students had a graduation rate of 89.80%, with 10.20% not graduating within the 4



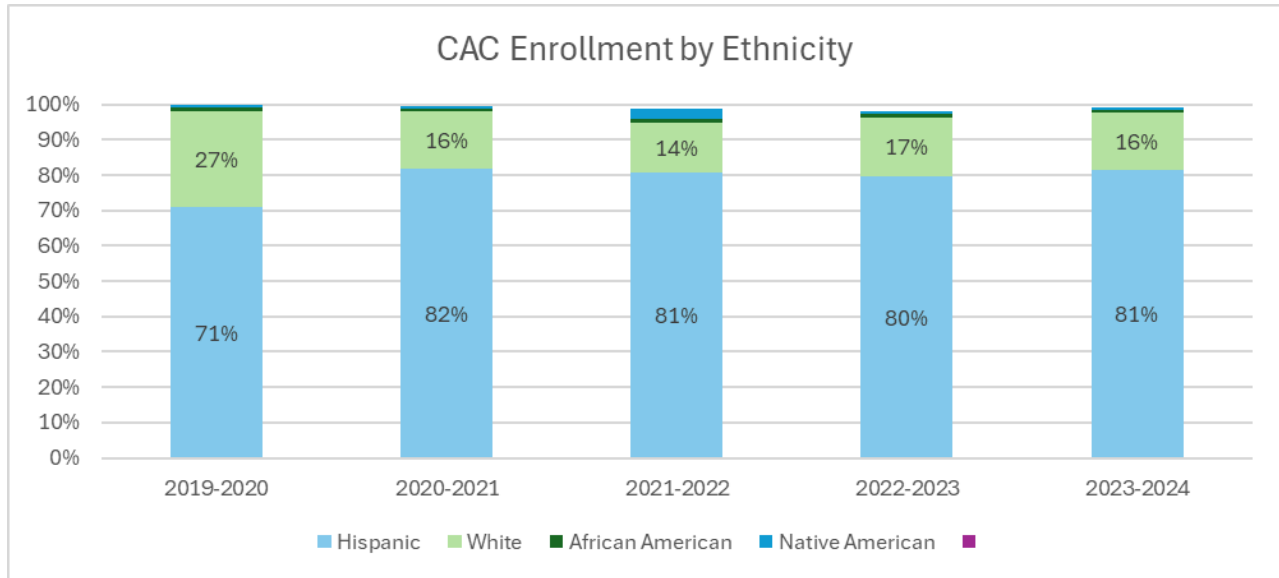
year cohort.

- Students identifying with two or more races had a graduation rate of 91.50%, with 8.50% not graduating within the 4 year cohort.

These statistics highlight that Latine students have the highest percentages of non-graduates, suggesting a need for targeted interventions to improve graduation rates within these groups.

CAC recognizes that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited. CAC implements a student recruitment strategy that includes, but not necessarily limited to:

- An enrollment process that are scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising is formatted in Spanish and English.
- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.
- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the [Santa Cruz County Office of Education](#) website and social media platforms (Facebook, Twitter, etc.)
- CAC strives to reflect a balanced representation of the student population in the communities in which it operates.



Source: <https://dataportal.santacruzcoe.org>

The ethnic composition of the Career Advancement Charter (CAC) student population from 2019 to 2024 reflects a consistently high percentage of Hispanic students, aligning with the demographics of the Pajaro Valley, where nearly 90% of the population is Latine or Hispanic.

Representation of African American and Native American students remains consistent but low, at around 1% annually, with a small increase in Native American students to 3% in 2021–2022. These small but steady percentages likely reflect the overall population distribution within the region. Overall, CAC’s student body demonstrates a strong alignment with local demographics, particularly in serving Hispanic students, and maintains a relatively stable enrollment pattern across all reported ethnic groups.

**ELEMENT H: Admissions Requirements**

**Governing Law:** *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

The County Superintendent of Schools shall determine all processes and procedures governing application, admission, and enrollment at Career Advancement Charter (CAC). All students attending CAC must follow the application, admission, and enrollment procedures.

The registration process for CAC shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the CAC. The application packet shall include:

- CAC's Mission Statement and a summary of the school's education philosophy.
- A brief description of what charter schools are and how they differ from regular public schools.
- A CAC Personalized Learning Plan (PLP) to establish needed credits and guide student academic goals.
- An Independent Study's Master Agreement to be filled out by student at the time of enrollment. The agreement establishes the learning goals students must achieve for the term of the agreement and affirms students' commitment to achieve these goals.
- A description of CAC's educational program including a school calendar; curriculum; enrichment and extracurricular programs; attendance expectations; grading, testing, and evaluation procedures; and graduation standards (exit outcomes).
- A copy of the Teacher/Student Behavior Contract listing of the rights and responsibilities of CAC teachers and students.
- Emergency information contact form and required registration documents.

***Student Admissions Criteria, Preferences and Priorities***

Assessments shall not be administered prior to acceptance or enrollment. All students are considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic.

CAC shall admit all students who wish to attend the School, subject to space limitations. If the number of eligible students who wish to attend exceeds the school's capacity, attendance will be determined by a lottery. Preference shall be extended to pupils who reside within Santa Cruz County. The following category of eligible students shall be exempt from the lottery and may be admitted without participation in the lottery: Siblings of students admitted to or attending CAC who are also 18 years old and older and disengaged from school without having earned a high school diploma. Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery.

The order of admission of students at any time during a school year shall be based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come first-served basis if CAC determines that space still exists after the admission priority list has been exhausted.

### ***Conditions of Enrollment***

To enroll in CAC, each student shall first:

- Attend an orientation and intake meeting
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations as required by public schools
- Provide a full roster of prior schools the student attended allowing CAC to access student's school records and test results

**ELEMENT I: Financial Audits****Governing Law:**

In accordance with Education Code Section 47605(b)(5)(I), this section describes the process for conducting annual, independent financial audits using generally accepted accounting principles, as well as the procedures for resolving any audit exceptions or deficiencies to the satisfaction of the chartering authority.

**Audit Process and Standards:**

Career Advancement Charter (CAC) conducts an annual independent financial audit of its books and records, as required by Education Code Sections 47605(b)(5)(I) and 47605(m). All records are maintained in accordance with generally accepted accounting principles (GAAP), and the audit is performed using generally accepted auditing standards.

Audits follow the applicable provisions of the California Code of Regulations for charter school audits, as outlined in the State Controller's K–12 Audit Guide. When required by federal law, the audit also includes items and processes specified in the applicable Office of Management and Budget (OMB) Circulars.

**Auditor Selection and Oversight:**

The Santa Cruz County Superintendent of Schools approves the selection of an independent auditor each year. The auditor must hold a CPA license, have experience auditing educational institutions, and be listed as an approved educational audit provider by the State Controller. The CAC Executive Director supports the audit process by coordinating documentation and access as needed.

**Reporting and Compliance:**

CAC's financial audit is incorporated into the Santa Cruz County Office of Education's audit. CAC works closely with County Office staff to ensure the timely and accurate submission of all required documentation. The audited financial data is submitted to both the State Controller and the State Superintendent of Public Instruction by December 15 each year. CAC fully complies with Education Code requirements and County Office policies to ensure a clean audit with no findings.

**Resolution of Findings:**

If the audit identifies any exceptions or deficiencies, the Executive Director and audit committee review the findings and submit recommended corrective actions to the Superintendent. The Superintendent (or Designee) then prepares a report to the State and/or County Board of Education, outlining how each issue has been or will be resolved, along with a timeline for completion. Any disputes related to audit findings are resolved using the dispute resolution process described in the Charter.

**Public Access and Inquiries:**

Audit appeals or requests for summary review are submitted to the Education Audit Appeals

Panel, in accordance with applicable law. CAC's independent financial audit is a public record and is available to the public upon request.

Pursuant to Education Code Section 47604.3, CAC promptly responds to all reasonable inquiries, including those related to its financial records.

**ELEMENT J: Suspension and Expulsion**

This section should include a section for Suspension Procedures including conference, notice to students and the expulsion process including hearing as well as provisions for suspension of students with disabilities.

**Governing Law:** *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

Career Advancement Charter (CAC) maintains a comprehensive set of student discipline policies aligned with the Santa Cruz County Office of Education (SCCOE) Board Policy 5114. These policies clearly describe the CAC's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each CAC student is required annually to verify that they have reviewed the policies and that they understand the policies.

CAC's policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs. CAC notifies the Santa Cruz County Office of Education of any expulsions and include suspension and expulsion data in its annual performance report.

Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but are not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students are informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a CAC student may be suspended from school or recommended for expulsion if the CAC Executive Director or the County Superintendent of Schools determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which will be concurred by the Executive Director or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a

- controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

CAC acknowledges the responsibility of each student, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is CAC's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

### **Suspension and Expulsion/Due Process: Students with Disabilities**

#### **Services During Expulsion**

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34



CFR 300.121, 300.520)

**Readmission**

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

**Suspension of Expulsion**

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

(Education Code 48917)

**Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the Executive Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Executive Director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Executive Director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

**See APPENDIX 4 for Uniform Complaint Procedure and Board Policies**

**ELEMENT K: Staff Retirement System (STRS, PERS, and Social Security)**

**Governing Law:** *The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Career Advancement Charter (CAC) classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules accorded to all other SCCOE (Santa Cruz County Office of Education) staff members. The financial compensation for school employees will include a base salary that will be competitive with jobs in other local public secondary schools.

Staff members of CAC are employees of the (SCCOE). As such, they are covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the SCCOE. All employer contributions required by STRS, PERS, Social Security, workers' compensation insurance, unemployment insurance and any other employer payroll obligations as applicable, will be made by the SCCOE. All established SCCOE policies and procedures for ensuring employees' due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. SCCOE Human Resources is responsible for ensuring that all appropriate arrangements for the above actions are carried out.

### **ELEMENT L: Attendance Alternatives**

**Governing Law:** *The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605(b)(5)(L).*

No pupil shall be required to attend Career Advancement Charter (CAC). Students who opt not to attend CAC may attend other district schools or adult schools, as allowed.

**ELEMENT M: Description of Employee Rights**

**Governing Law:** *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School.*

*Education Code Section 47605(b)(5)(M).*

No public school employee shall be required to work at Career Advancement Charter (CAC). Any employee of the Santa Cruz County Office of Education (SCCOE) who chooses to leave their existing position at SCCOE to work at CAC shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate SCCOE certificated or classified salary schedule for their position.

Employees shall be informed of their rights through the provision of the SCCOE Staff Handbook to all new hires. The SCCOE payroll department is responsible for the payment of social security and applicable taxes for CAC employees.

Employees of a local educational agency who resign from employment to work at CAC and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The CAC shall not have any authority to confer any rights of return on a local educational agency's employees.

**See Appendix 7 for Bargaining Unit Agreements**

**ELEMENT N: Dispute Resolution Process**

**Governing Law:** *The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The Career Advancement Charter (CAC) and the Santa Cruz County Office of Education (SCCOE) will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

**Dispute Resolution**

The intent of this dispute resolution process will be to (1) ensure a fair and timely resolution to disputes, (2) minimize the oversight burden on the Santa Cruz County Board of Education, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. CAC and the Santa Cruz County Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

If a dispute arises between the Santa Cruz County Board of Education, as granting entity, and CAC relating to provisions of this Charter, the following procedures will be followed: The President of the Santa Cruz County Board of Education and the CAC, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Santa Cruz County Board of Education to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

**Internal Dispute**

Issues between students, teachers, applicant families, volunteers, advisors, workforce partners, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Executive Director will be responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Santa Cruz County Deputy Superintendent or designee will be the appellate body.

Except for those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to the provisions of CAC shall be resolved as follows:

***Uniform Complaints***

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures utilized by the Santa Cruz County Office of Education

For disputes involving employees, the Executive Director of CAC and the Santa Cruz County Deputy Superintendent shall meet with the CAC employee representative to discuss any issue or disagreement related to one or more CAC employees. After a full discussion of any such issue, the Deputy Superintendent or his/her designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue. Santa Cruz County Office of Education (5 CCR Section 4600)

***Employee Issues******Oversight, Reporting, and Revocation***

The SCCOE may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities shall be performed by SCCOE. If the Santa Cruz County Board of Education believes it has cause to revoke this charter, the Board agrees to notify CAC in writing, noting the specific reasons for which the charter may be revoked, and grant CAC reasonable time to respond to the notice and take appropriate corrective action.

***Other Issues***

In all other matters, any disagreement not resolved by the Executive Director may be appealed to the Santa Cruz County Superintendent of Schools or designee through a formal written statement. After a full discussion of any such issues with the complaining party, the County Superintendent or designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

**See APPENDIX 4 for Uniform Complaint Procedure & Board Policies**

**ELEMENT O: Closure of Charter School**

**Governing Law:** *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

**Documentation of Closure Action**

The decision to close Career Advancement Charter (CAC), for any reason, will be documented by an official action of the Santa Cruz County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If feasible to do so, while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

CAC will provide advance notice to the Santa Cruz County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless unfeasible to do so.

**Notification to the California Department of Education, SELPA, and State Board of Education**

CAC will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action
- The name(s) and contact person(s) for information regarding closure
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

***Notification to Students***

Students of CAC will be notified as soon as possible when it appears school closure may be imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student.

CAC will communicate with adult students directly.

***Notification to Receiving Districts***

CAC will notify any school district that may be responsible for providing education services to former students so the receiving district(s) will be prepared to assist in facilitating student transfers.

***Student and School Records Retention and Transfer***

CAC will have a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. CAC will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

***Financial Close-Out***

CAC will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of CAC.



In addition to a final audit, CAC will submit any required year-end financial reports to the California Department of Education, the Santa Cruz County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required.

These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

***Dissolution of Assets***

Upon completion of the closeout audit, CAC administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to the SCCOE.

## FINANCIAL DETAILS

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### See APPENDIX 9 for Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis

CAC shall provide reports to the Santa Cruz County Office of Education (SCCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SCCOE:

1. On or before July 1, an adopted budget for the current fiscal year.
2. On or before July 1, the LCAP required pursuant to Education Code Section 47606.5.
3. On or before Feb 28, an annual charter report to the Authorizing Board required.
4. On or before Feb. 28, the LCAP mid-year update report to the Charter Board pursuant to Education Code Section 47606.5.
5. By December 15, an interim financial report for the current fiscal year reflecting actuals through October 31. Additionally, on December 15, a copy of CAC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the SCCOE, State Controller, State Department of Education and the Santa Cruz County Superintendent of Schools.
6. By March 15, a second interim financial report for the current fiscal year reflecting actuals through January 31.
7. By September 15, a final unaudited report for the full prior year. The report submitted to the SCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

CAC will provide reporting to the SCCOE as required by law and as requested by the SCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

CAC agrees to and submits to the right of the SCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CAC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SCCOE.

***Oversight***

Pursuant to California law, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the SCCOE may charge for the actual costs of supervisorial oversight of CAC not to exceed one (1) percent of the revenue of CAC. The SCCOE may charge up to three (3) percent of the revenue of CAC if CAC is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of CAC" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

***1. Audit and Inspection of Records***

CAC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school will be subject to oversight by SCCOE.
- The SCCOE's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of CAC.
- The SCCOE Board is authorized to revoke this charter for, among other reasons, the failure of CAC to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the SCCOE hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through an independent auditing firm. The audit may include, but will not be limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

CAC will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days' notice to CAC. When 30 days' notice may defeat the purpose of the audit, the SCCOE may conduct the audit upon 24 hours' notice.

In addition, if the county receives an allegation of waste or fraud or abuse related to CAC's operation, CAC will be expected to cooperate with any investigation.

### **Annual Performance Audit**

CAC agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Annual performance audits shall include the following:

- Review of each component of Initial/Renewal Charter Petition for compliance
- Analysis of whether goals are being met; review of all state and federal student assessment data and reports
- Summary of major decisions made/policies established by the board in each year
- Data on level of student involvement in governance and operation of the school
- Summary data from annual student/parent satisfaction survey
- Data regarding number of staff, their qualifications and verification of credentials
- Copy of health/safety procedures and summary of any major changes
- Determination of the suitability of the facility in terms of health and safety
- Determination of the suitability of the facility in terms of educational utility
- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)
- Overview of admission practices
- Number of students actually enrolled
- Waiting lists
- Expulsions and suspensions
- Review of any internal/external dispute resolutions
- Site visit by SCCOE, or designee, including observation of the instructional program

## **2. Financial Reporting**

CAC will draft a complete set of fiscal control policies and procedures for the Charter's operation. CAC shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

## **3. Insurance**

As a dependent charter of the SCCOE, CAC shall either acquire or finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, or be added to the appropriate policies of the SCCOE. Coverage amounts will be based on recommendations provided by insurer.

Toward this end and during the ongoing term of this charter, CAC shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California, the following policies of insurance:

- COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
- WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

The Santa Cruz County Board of Education shall be named as an additional insured on all policies of CAC. Prior to opening, CAC will provide evidence of the above insurance coverage to the County.

As a dependent charter, these provisions may be met by existing SCCOE insurance provisions. To the extent appropriate, the SCCOE may provide the coverages required or add CAC as an insured school under existing policies.

#### **4. Administrative Services**

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Any charter-requested services from the SCCOE will be by mutual agreement in a separate written agreement. Mutually agreed upon fees, if any, must be in place prior to the charter-requested service. CAC will establish a competitive bid process balancing quality and price to outsource any of the services not handled through the agreement with the SCCOE.

Subject to availability, CAC may request SCCOE services including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation

- Field trip transportation
- School mail
- Student information system
- Food services
- Risk management; and
- Attendance accounting.

Pursuant to Education Code Section 47604.32, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, CAC shall pay the SCCOE an oversight fee of up to 1% of revenue in accordance with Education Code Section 47613.

#### **5. *Transportation***

Because CAC will be a school of choice serving students 18 and older, it will be the responsibility of students themselves, as appropriate, to provide transportation to and from the school. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

CAC is committed to ensure students from across Santa Cruz County are able to access its program. For this reason, CAC will explore a variety of public and private transportation options to ensure students are supported in their attendance at our school.

#### **6. *Attendance Accounting***

CAC will implement an attendance recording and accounting system to ensure contemporaneous record keeping which complies with state law. CAC shall report daily attendance requirements to SCCOE in a format acceptable to the County and State. Required reports regarding daily attendance shall be completed and submitted to requesting agencies.

#### **7. *Potential Civil Liability Effects***

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by/as a non-profit public benefit corporation shall not be liable for the debts or obligations of CAC or for claims arising from the performance of acts, errors or omissions by CAC if the authority has complied with all oversight responsibilities required by law. CAC shall work

diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the SCCOE shall not be liable for the operation of CAC.

Further, CAC and the SCCOE shall enter into a memorandum of understanding (MOU for the 202526 school year), wherein CAC shall indemnify the SCCOE for the actions of CAC under this charter.

The corporate bylaws of CAC shall provide for indemnification of the CAC Board, officers, agents, and employees, and CAC will purchase general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the SCCOE and CAC's insurance company for schools of similar size, location, and student population. The SCCOE shall be named an additional insured on the general liability insurance of CAC.

The CAC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **CONCLUSION**

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By approving this petition for the renewal of the charter for Career Advancement Charter (CAC), from 2025 to 2030, the Santa Cruz County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professionals and encourage the creation of charter schools. As asserted in the Charter school's mission, we are committed to offering the youth of Santa Cruz County a premier program to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness.

The CAC pledges to work cooperatively with the SCCOE to answer any concerns concerning this petition to renew the charter and to present the strongest possible proposal requesting a five year term to begin July 2025. Upon the granting of this charter renewal, CAC will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education



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

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

<b>Internet Access</b>	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High
<b>Street</b>	400 Encinal Street
<b>City, State, Zip</b>	Santa Cruz
<b>Phone Number</b>	831-466-5680
<b>Principal</b>	Denise Sanson
<b>Email Address</b>	dsanson@santacruzcoe.org
<b>School Website</b>	<a href="https://santacruzcoe.org/student-services/alternative-education-programs/career-">https://santacruzcoe.org/student-services/alternative-education-programs/career-</a>
<b>Grade Span</b>	12
<b>County-District-School (CDS) Code</b>	44 10447 0136572

## 2024-25 District Contact Information

<b>District Name</b>	Career Advancement Charter, Santa Cruz County Office of Education
<b>Phone Number</b>	(831) 466-5600
<b>Superintendent</b>	Dr. Faris Sabbah
<b>Email Address</b>	fsabbah@santacruzcoe.org
<b>District Website</b>	<a href="http://www.santacruzcoe.org">www.santacruzcoe.org</a>

2024-25 School Description and Mission Statement

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

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

CAC instructors use both physical and digital instructional methods for students, incorporating relevant material to individual students' experiences and cultures. Teachers use a hybrid of Google Classroom, textbooks, and supplemental digital/paper materials to accompany personalized instruction. Each student meets with their teacher at least once per week for a progress check, instruction, and an attendance review. The rate of progress that a student makes each semester varies. On average students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and/or other life responsibilities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	167
Total Enrollment	167

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	1.2
Hispanic or Latino	81.4
White	16.2
English Learners	10.2
Homeless	1.8
Socioeconomically Disadvantaged	28.1
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	16.67	47.20	51.03	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	1.83	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.70	7.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	83.33	32.90	35.55	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.00	4.32	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	92.50	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	16.67	46.80	52.77	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.60	0.70	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	16.67	13.50	15.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	66.67	27.50	31.08	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.20	0.23	15831.90	5.67
<b>Total Teaching Positions</b>	6.00	100.00	88.70	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	14.29	49.10	53.99	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.10	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	14.29	7.00	7.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	71.43	29.50	32.41	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.30	4.79	14303.80	5.15
<b>Total Teaching Positions</b>	7.00	100.00	91.00	100.00	277698	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	5.00	4.00	5
<b>Total Out-of-Field Teachers</b>	5.00	4.00	5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	25	20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

During the 2022-2023 school year, the Career Advancement Charter reviewed our curriculum to center around adult learners. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we purchased the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. All students in need are assigned a Chromebook. The CAC provides Chromebooks and hot spots to distribute to families who do not have access to the internet.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Bright Thinker ELA Series, McGraw Hill Workplace Skills Series, Challenger Series: New Readers Press, Edge: Reading, Writing, and Language. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>Mathematics</b>	Bright Thinker Mathematics Series - Math & Algebra, McGraw Hill Math Foundational: Breakthrough to Math Series, McGraw Hill Math and Algebra all Levels: Career Readiness Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0



<b>Science</b>	Bright Thinker Series Life & Physical Science Foundational: Biology, Environmental Systems. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>History-Social Science</b>	Bright Thinker Social Studies/History Series, Bright Thinker Social Studies World History, Bright Thinker Government Foundational, Bright Thinker Economics Foundation Elective Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	McGraw Hill Fit & Well, McGraw Hill Foundations of Physical Education: Exercise Science, and Sport.	Yes	0
<b>Visual and Performing Arts</b>	N/A		

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The Career Advancement Charter facility sites are clean, and safe, and are maintained by the Santa Cruz COE. To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

- **Maintenance and Repair**

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The SCCOE has adopted cleaning standards for all school sites. Overall, all sites and classrooms are in good repair and there were no high-priority recommendations offered in the inspection report.

- **Cleaning Process and Schedule**

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

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

Year and month of the most recent FIT report				September 2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			



School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--		62		46	
Mathematics (grades 3-8 and 11)	--		43		34	

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)		--	18.83	14.43	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	170	4	2.35	97.65	--
<b>Female</b>	80	2	2.50	97.50	--
<b>Male</b>	90	2	2.22	97.78	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	63	4	6.35	93.65	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	91	0	0.00	100.00	--
<b>White</b>	16	0	0.00	100.00	--
<b>English Learners</b>	13	1	7.69	92.31	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	26	1	3.85	96.15	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Students earn credits through individualized instruction, CTE course participation, and completion of activity logs, career exploration learning reflective journals, and Independent Study. Each student has an individual graduation plan based on the number of credits needed in each subject area. New students are given a weekly appointment time to check in with the enrollment specialist and also with the academic teacher, who will provide ongoing support to the student as they progress toward their goal of obtaining the HSD.

The Career and Adult Learning Services (CALS) Department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the CALS department works closely with local industry to support students in finding and keeping jobs in our community. The Transition Specialist works directly with new, current, and completing students to assist with transitions both into and beyond our program. Students in our programs can access individualized assistance with resumes, interview preparation, and career exploration.

CTE Courses offered with the Career Advancement Charter:

Medical Assisting (Santa Cruz County Office of Education, main office)

Dental Assisting (Santa Cruz County Office of Education, main office)

Hospitality and Culinary Arts (Sequoia Schools)

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

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

**State Priority: Other Pupil Outcomes**

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement	<p><b>State Priority: Parental Involvement</b></p> <p>The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.</p>
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<p><b>2024-25 Opportunities for Parental Involvement</b></p> <p>In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and culturally responsive. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are surveyed and invited to share ideas in an Advisory Group setting to help create an engaging and positive school culture. We continue to adapt and design new practices, systems, and opportunities in order to help all students succeed.</p> <p>Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in developing the 2022-2023 LCAP for the Career Advancement Charter (CAC). They were involved through surveys, discussions, and the analysis of qualitative and quantitative data at various forums that included regular advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Monthly check-ins occurred with the administration team and sites to discuss student needs and create plans for students needing more support.</p>
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C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	76.2	63.3	77.7	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	23.1	36.7	22.3	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	197	44	22.3
Female	94	27	28.7
Male	103	17	16.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	165	38	23.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	32	6	18.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	4	22.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	315	1	0.3
Female	154	138	0	0.0
Male	209	177	1	0.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	292	253	1	0.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	58	0	0.0
English Learners	38	33	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	87	76	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	15	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	1.12	0.39	0.73	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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

In October of 2022, staff participated in a staff development day which included emergency response training and school site safety training.

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

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies

## 2024-25 School Safety Plan

- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2023 and will be updated prior to March 2024 for the 2023-2024 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,819.45	\$2,139.06	\$8,680.38	\$68,495
District	N/A	N/A	\$12,663.86	
Percent Difference - School Site and District	N/A	N/A	-37.3	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-21.5	

## Fiscal Year 2023-24 Types of Services Funded

In the fiscal year 2022-2023, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through development with our students, staff, and community stakeholders. Surveys and discussions with our students continue to guide us in assessing both individual and general needs and in improving our services. Through development with our students and in collaboration with community partners, we built the capacity to support students holistically.

At our site-based programs, we offered childcare services at no cost, a career technical education (CTE) course Culinary Arts, and ESL. Classes are offered in the evening to support the working student and instructional staff offer flexible scheduling to better serve the needs of their adult learners.

Through the California Adult Education Program (formally known as the Adult Education Block Grant), the CAC continued to onboard the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both students and teachers track, evaluate, and strengthen job literacy in our program, providing meaningful data to drive instruction and programmatic decisions. The CAC partners with both the Department of Corrections and the Department of Probation to offer wrap-around services to identify and meet each student's academic, social-emotional, and health needs. Within the county corrections system, we continued to offer high school diplomas and Hi-SET programming. We currently offer the Building Trades Pre-Apprenticeship program at the Rountree Correctional Facility.

The CAC project coordinator, transition specialist, and support staff additionally were funded to provide these services, bilingually:

- College registration support
- Career coaching and employment support
- Student outreach for enrollment and attendance
- Social-emotional support
- Community referrals to support services

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

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

## 2023-24 Advanced Placement (AP) Courses

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

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

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

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

## Professional Development

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

Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in

Professional Development

job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3		



## CHARTER SCHOOLS

- A. Rationale: This policy applies to all Charter Schools that are chartered by educational entities located within the North Santa Cruz County SELPA. Additionally, this policy applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA [Education Code 47605 (k) (1)]. .
- B. Policy Statement: Students enrolled in charter schools are entitled to special education services in a manner similar to those enrolled in public school in the district, charter schools within the SELPA shall comply with all requirements of applicable state and federal law regarding provision of special education services (Education Code §56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A charter school shall not discriminate against any pupil in its admission criteria, including on the basis of disability. The charter school's participation in the SELPA will be determined by whether it operates as a school of its chartering district or an LEA member of a SELPA. If the charter school is operating as an LEA member of the SELPA, the charter school shall be treated as all other SELPA-member LEAs by the administrative unit, SELPA Governing Board and the SELPA Administrator.

Charter schools that are categorized as dependent and not deemed a LEA for special education purposes are aligned with the chartering district. They will participate in the federal/state funding in the same manner as the other schools within the chartering district. The chartering district shall be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education services in the same manner that is consistent with all applicable provisions of state and federal law.

A charter school may apply to become a LEA for special education purposes. The Special Education Coordinating Agency Governing Council shall determine whether the charter school has provided requisite assurances. Once approved as a LEA, the charter school shall participate in the governance of the SELPA in the same manner as other school districts within the SELPA.

- C. Charter Petition and Review by SELPA :

Prior to approval or renewal of a petitioning charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the sufficiency of items related to the provision of special education services contained within the petition. The petition shall provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services, regardless of the availability of services the student needs within the charter school's regular education program. Each charter

petition must contain a reasonably comprehensive description of the charter school's education program, as it related to the provision of special education services, including the following:

1. All eligible students enrolled in the charter school will receive appropriate special education services in accordance with applicable state and federal laws and regulations, as well as the local plan;
2. The district where the student resides, if different than the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school;
3. No student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services;
4. Staff members providing special education services are appropriately credentialed;
5. The facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program; and
6. Disenrollment, suspension, and expulsion policies and procedures shall ensure that the protections of federal and state law are afforded to special education students.
7. Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

Each charter petition must contain a reasonably comprehensive description of the charter school's educational program. This description should include information about the specialized instruction and services available at the charter school and the procedures for ensuring that students are referred, assessed, and served in a timely manner. The petition or a memorandum of understanding (MOU) must also identify the entity that will be responsible for providing special education instruction and related services, reference any anticipated transfer of special education funds between the granting entity and the charter school for the purposes of providing special education and related services, and include provisions for sharing deficits in funding.

#### D. Categories of Charter Schools

For the purpose of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed a public school within the chartering entity until the charter school has been deemed an LEA following this policy, the local plan and approval by the SELPA

Governing Board. The categorization as a separate LEA will become effective on the first day of the fiscal year (July 1), following final approval by the SELPA Governance Board.

E. Public School within a School District or County Office

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity may not grant a charter on the condition that the charter school must become an LEA. The chartering entity will determine the equitable share of funding and/or services to be distributed to the charter school, as well as policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administered by the chartering entity.

The chartering entity will:

1. Receive all applicable special education funds as specified in the SELPA's AB 602 Funding Allocation Plan and ensure that the allocated funding is distributed to the charter to provide or procure special education and related services and/or used by the LEA to provide or procure special education and related services to the charter
2. Represent the needs of the charter school in the SELPA governance structure;
3. Be jointly responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served consistent with all applicable provisions of state and federal law, in a timely manner, and in the same manner as a student with disabilities who attends another public school of that LEA, no matter where the child may live; and
4. Ensure that the charter contributes an equitable share of its charter school block grant funding to support LEA-wide excess costs for special education instruction and services, including, but not limited to, special education instruction and services for student with disabilities who are enrolled in the charter school.

The chartering entity and charter school may enter into agreements or Memo of Understanding (MOU) whereby the charter school contributes a fair share of its funds towards the costs of district wide special education services, programs, and administration which its chartering district funds out of its general funds.

F. Charter School as an LEA within the SELPA

A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurances that the charter school will participate as an LEA for the purposes of providing special education, may apply to become a member of the North Santa Cruz County SELPA or another SELPA. A request from a charter

school to participate in the North Santa Cruz County SELPA will be treated in the same manner as such a request from a school district. The charter petition or other written assurances should state that prior to final approval of a request to be deemed an LEA, the charter school will be deemed a public school within the chartering entity.

Charter schools that wish to become member LEAs in the North Santa Cruz County SELPA must submit their application on or before February 1 of the school year prior to implementation (i.e., one year and one day) of the school year preceding the school year in which the charter school anticipates operating as a member LEA within the SELPA. The SELPA Administrator and Special Education Council will review the application and develop an action recommendation for the SELPA Governance Board. The SELPA Governance Council will take action to approve or disapprove the charter school as a member LEA.

The SELPA Governance Council decision will be based on whether the charter school has met all requirements to be included as a member LEA of the SELPA. These requirements include:

1. Will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA, 20 USC 1400 et seq.), Section 504 of Public Law 93-112, 20 USC 8065 (a) and the provisions of the California Education Code, Part 30;
2. Will ensure that all individuals with exceptional needs (ages birth to 22) shall have access to appropriate special education programs and services;
3. Will assure that no child eligible for special education and related services seeking to enroll in the charter school will be denied nor discouraged from enrollment due to disability or due to the charter school's concern about its ability to provide appropriate services;
4. Will assure that the charter school will fully inform parents of students with disabilities seeking enrollment in the charter school of their rights and educational options available;
5. Will deliver special education and related services to any eligible child enrolled in the charter;
6. Will expend all state and federal special education funds for the sole purpose of providing special education instruction and/or services to eligible students with disabilities;
7. Will assure the charters obligation to "search and serve," pay the costs of special education whether or not those costs are adequately covered from the charter's SELPA allocation, and that it has adequate reserves to cover those costs;
8. Will assure the charter will adhere to all policies, procedures, obligations and requirements of the SELPA Local Plan For Special Education, including the Funding Allocation Model;
9. Will utilize SELPA-approved forms and documents including use of internet based IEPs, and will follow all SELPA agreements, policies, and procedures;

10. Will ensure that students will be instructed in a safe environment with no physical barriers that would prevent full participation in educational and extracurricular activities;
11. Will provide the SELPA with a copy of the charter school's original petition, as approved by the chartering entity and any subsequently approved amendments to the charter;
12. Will follow all federal and state laws regarding discipline and assume funding responsibility for change of placement/alternative settings due to disciplinary issues;
13. Will provide SELPA will copy of charter's current operating budget in order to assure fiscal responsibility in accordance with Ed Code 42130 and 42131;
14. Understands its legal and financial responsibilities to provide appropriate special education services to eligible students. Financial responsibilities may include, but are not limited to, instruction, related services, transportation, non-public school/agency placements, inter/intra SELPA placements, due process hearing proceedings and attorney fees; and
15. Will not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement.

If approved, LEA status will become effective on July 1 of the next school year. Prior to final approval and full acceptance as a member LEA, the charter school will continue to be deemed a public school of the chartering district. Once approved, the LEA charter school will choose a representative to the Governance Board, a representative to the Special Education Council, and the ad hoc AB 602 Finance Committee. The representative to the Governance Board must be the chief executive officer pursuant to the Governance Board bylaws. The representative to the Special Education Council and AB 602 Finance Committee must be an authorized agent designated by the governing board of the charter school.

If disapproved of LEA status, the SELPA administrator will provide the applicant with a written finding that delineates the reason(s) for disapproval.

Once deemed a member LEA, the charter school, like other member LEAs shall:

1. Fully participate in governance of the SELPA in the manner outlined in the local plan and shall choose a representative to the SELPA Governance Council and to the SELPA Special Education Council;
2. Accept all responsibilities of an LEA in the implementation of the local plan;
3. Fully comply with policies and procedures outlined in the local plan and procedural handbooks;
4. Contribute to, participate in, and receive the benefits of regionalized services;

5. Receive state and federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan;
6. Be responsible for all costs incurred in the provision of special education and related services, including but not limited to instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees, without regard for the location in which the student may reside;
7. Document that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or related services to identified students with disabilities; and
8. Return any special education apportionment not used solely for the purpose of providing special education instruction and/or related services to identified students with disabilities, if recaptured by the SELPA for reallocation to other LEAs.
9. Annually collect data and submit to the SELPA by June 30 of each year, the total number of students who submitted an application and were accepted into the charter school in the previous school year (i.e., submit June 30, 2013 for the 2012-2013 school year):
  - a. the number of general education and special education student (students with either Individualized Education Plan (IEP) or Section 504 Plan) who applied for admission to the charter school; and
  - b. the number of general education and special education students who were admitted to the charter school during the previous school year.

Following approval by the Governance Board, the SELPA local plan must be amended, the governing boards of all participating LEAs must approve the amendment, and the amended local plan must be submitted to CDE for final approval. If the approval of a charter school as an LEA requires a change in the SELPA AB 602 Funding Allocation Plan, such change shall be adopted pursuant to the policy-making process outlined in the local plan.

The terms of this policy are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the policy shall remain in effect, unless mutually agreed otherwise by the members of the SELPA Governing Board after review by the Special Education Council. The SELPA Governing Board members agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and proactive fashion.



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

# *COMPREHENSIVE SCHOOL SAFETY PLAN*

## *Part I – Public Components*

### *2024-2025*

**School:** Santa Cruz County Office of Education  
**Address:** 400 Encinal St  
Santa Cruz, CA 95060-2115  
**Principal:** John Rice, Executive Director  
**Phone Number:** 831-466-5724  
**E-mail Address:** jrice@santacruzcoe.org

**District:** Santa Cruz County Office of Education  
**Superintendent** Faris Sabbah  
**Phone Number:** 831-466-5900  
**E-mail Address:** fsabbah@santacruzcoe.org

**Approved by:**

Name	Title	Signature	Date
Faris Sabbah	Superintendent		2/20/2025

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## Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz County Office of Education office, and online at <http://www.santacruzcoe.org/student-services/alternative-education-programs/>

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In so doing, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

This plan was developed with input from the SCCOE School Site Council and local law enforcement.

### SCHOOL PROFILE

The SCCOE Alternative Education Program consists of 17 separate school sites throughout Santa Cruz County. SCCOE Alternative Education Programs have an ethnically diverse student population and are served by a dedicated and well-trained staff. The SCCOE Alternative Education Program face unique challenges in maintaining a safe school, partly because of our school mission and partly because of the fact that our school sites are small, sometimes impermanent, and are located throughout the county.

## Plan Development and Approval

The Santa Cruz County Office of Education Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
John Rice, Executive Director	Principal or Principal's Designee
Javier Gonzalez, Teacher	Teacher from Santa Cruz County Office of Education
Esther Rodriguez	Parent whose child attends the School
Blanca Corrales, Community Organizer	Classified Employee
Sgt. Dan Flippo	Law Enforcement Agency Representative
Cristal Renteria, Director	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	11/4/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	09/26/24, 1/29/25
School Site Council approval of the Plan	1/29/25
School District Board approval of the Plan	
Submission to Santa Cruz County Office of Education for audit review	2/20/25

## Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz County Office of Education campus and at school-related functions. Data presented include:

**Table A6.4**

***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	NT %	Table
Total school supports	60	
Caring adults in school <sup>‡</sup>	72	A6.5
High expectations-adults in school <sup>‡</sup>	76	A6.6
Meaningful participation at school <sup>‡</sup>	33	A6.7
School connectedness <sup>†#</sup> <i>(In-School Only)</i>	65	A6.8
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>		A6.8
Academic motivation <sup>†</sup>	63	A6.9
Promotion of parental involvement in school <sup>†</sup>	64	A6.13

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

## 8. School Violence, Victimization, and Safety

**Table A8.1**

*Perceived Safety at School (In-School Only)*

	NT %
Very safe	37
Safe	38
Neither safe nor unsafe	22
Unsafe	3
Very unsafe	1

*Question HS A.114/MS A.107: How safe do you feel when you are at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**  
**School Violence Victimization Scale Questions**

	NT %
<b>School violence victimization (<i>In-School Only</i>)</b>	
<i>Average reporting "1 or more times"</i>	14
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? (<i>In-School Only</i>)</b>	
0 times	91
1 time	4
2 to 3 times	3
4 or more times	2
<b>been afraid of being beaten up? (<i>In-School Only</i>)</b>	
0 times	92
1 time	4
2 to 3 times	2
4 or more times	2
<b><i>During the past 12 months, how many times have you...</i></b>	
<b>had mean rumors or lies spread about you?</b>	
0 times	77
1 time	8
2 to 3 times	7
4 or more times	8
<b>had sexual jokes, comments, or gestures made to you?</b>	
0 times	84
1 time	3
2 to 3 times	5
4 or more times	8

*Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.5*****Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been threatened with harm or injury?</b>	
0 times	92
1 time	5
2 to 3 times	2
4 or more times	1
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	1

*Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.6*****Weapons Possession on School Property, Past 12 Months (In-School Only)***

	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>seen someone carrying a gun, knife, or other weapon?</b>	
0 times	89
1 time	4
2 to 3 times	4
4 or more times	3

*Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Alcohol and Other Drug Use

**Table A9.1**

*Summary Measures of Level of AOD Use and Perceptions*

	NT %	Table
Lifetime illicit AOD use to get “high” <sup>̂</sup>	55	A9.2
Lifetime alcohol or drug use	55	A9.2
Lifetime marijuana use	42	A9.2
Lifetime very drunk or high (7 or more times)	25	A9.7
Current alcohol or drug use <sup>¶</sup>	33	A9.5
Current marijuana use <sup>¶</sup>	26	A9.5
Current heavy drug use <sup>¶</sup>	23	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	17	A9.5
Current alcohol or drug use on school property <sup>¶Φ</sup>	14	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	21	A9.11
Difficulty of obtaining marijuana <sup>C</sup>	8	A9.12

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>̂</sup>Excludes prescription pain medication.

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

## 11. Other Health Risks

**Table A11.1**

*Gang Involvement (In-School Only)*

	NT %
No	95
Yes	5

*Question HS A.149/MS A.142: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

**Findings from the analysis of the data presented above include:**

**Assessment of School Crime and a Healthy School Climate**

Data above comes from the The California Healthy Kids Survey, last administered during the 2022-2023 school year. Additional data comes from our annual Family, Student, and Staff LCAP Survey. The California Healthy Kids Survey is administered every two years. Data from 2024 - 2025 will be utilized in next year's analysis.

**School Engagement and Supports**

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 65% of students responded that they "Agree" or "Strongly Agree" that they felt connected to their school community. According to our local survey, from Spring 2024, 78.2% of students agreed that staff cared about them and 4.3% of students surveyed disagreed. 91% of families on the same survey reported that staff cares about their students. 76.1% of students report feeling comfortable approaching staff with concerns with 16.3% neutral according to our 23-24 survey.

**School Violence, Victimization, and Safety**

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 75% of students responded that they felt either "Safe" or "Very safe" when asked, "How safe do you feel at school?" 4% responded with "Unsafe" or "Very unsafe." This is a small increase from the past survey. In 2023, 7% of SCCOE students surveyed via CHKS, reported being involved in at least one fight during the year, and 8% reported a fear of being beaten up. 11% of students reported seeing someone carrying a weapon at school at least once during the year, and 3% reported being threatened or injured with a weapon. These are improvements over years prior. 5% of community school students reported that they considered themselves a member of a gang, but 15% of court school students reported the same. According to our families, 95.5% of families indicate their student feels safe at school. Annually, our local data indicates that students feel safe at school and have staff who care and are dedicated to student success. According to our internal survey administered Fall 2023, 84.2%, of our students report feeling safe at school, with 13.7% neutral and 95.5% of parents feel our schools are safe. 78.2% of students feel that the school staff cares about them with 17.5% neutral and 91% of families believe the school staff cares about their student.

**Substance Use and Mental Health**

Alcohol or drug use among SCCOE Alternative Education students continues to be a challenge; however, overall the measures for current alcohol or drug use have declined some in recent years. According to the 2023 California Healthy Kids Survey (CHKS), 33% of students reported current alcohol or drug use compared to 44% and 51% respectively over the past two years. Similarly, the measure for current heavy drug use went from 40% to 33% to 23%. 55% of students surveyed reported having used alcohol at least once in their lifetime, and 42% reported having tried marijuana. Marijuana use is a major concern, and school staff coordinate their efforts to prevent use at school and to provide counseling and restorative practices for students who struggle with this issue at home or at school. Quantitative and qualitative data suggests that Fentanyl has become a rising problem in Santa Cruz County that has resulted in student overdose or death. Alternative Education offers school options with counseling for students who wish to stop using alcohol and drugs. From our local survey administered in Fall 2023, 65% of students believe they lead a healthy lifestyle with 26% were neutral. 78% of families believe their student leads a healthy lifestyle. 84% of students report having access to counseling.



## School Safety Strategies and Programs

Santa Cruz County Office of Education is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

### School Vision/Mission Statement

The Mission of the Alternative Education Program is to provide create safe, supportive, community-based environments where all students can grow academically, socially, and emotionally to become agents of their own futures.

*Safe School Vision: SCCOE Alternative Education Programs will...*

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create schools in which pupils will attend regularly and be safe from both physical and socio-emotional harm.
3. Work collaboratively with the district office and School Board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz County Office of Education prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz County Office of Education promotes caring and nurturing relationships and works cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz County Office of Education stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz County Office of Education discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz County Office of Education implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz County Office of Education implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

## **Strategies and programs unique to Santa Cruz County Office of Education that provide a safe learning environment for all students, including specifically for LGBTQ students.**

The SCCOE Alternative Education Programs are located at various sites throughout Santa Cruz County. A description of the physical environment, including site maps and emergency exits are on file with the maintenance department and at each school site. The ultimate goal of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique needs. This is accomplished through a variety of locations, educational models, and programmatic structures. Often, our students may be affected by one or more significant life challenges. Those may include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, previous academic failures, and trauma. We provide a number of services for our students intended to ensure that all can benefit from the academic program. In addition to ensuring that our students have access to courses required for graduation, we provide a variety of services to meet student needs. These include: counseling, free and reduced priced meals, special education services, work based learning, and college and career counseling, conflict resolution, Restorative Practices, and student leadership groups and clubs, such as GSAs. Our programs include a college preparatory high school, independent studies centers, personalized learning communities, middle school programs, thematic single classroom programs, conventional court/community schools, an all girls program, and a site at the juvenile hall.

### **Career Advancement Charter:**

The CAC is an Independent Study program for adult learners pursuing their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences.

### **Community School Programs:**

#### *Cypress High School*

Cypress is focused on developing self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory curriculum.

#### *Santa Cruz Community School (Phoenix Academy)*

Phoenix is a structured learning environment that uses the SEL framework to guide adolescents in grades 7-9. We focus on and encourage students' interests and abilities, so that each student achieves academic, social, and emotional success.

#### *San Lorenzo Valley Community School (Highlands)*

Highlands is a unique, fun-based learning environment. Based next to a riverfront park in the redwoods, we provide a nurturing, homelike atmosphere for students who have struggled to succeed academically in previous schools. Beyond individualized academics, our core focus is on acceptance, compassion and flexibility, based on Trauma Informed Care and Healing-Centered Engagement, self-empowerment and building healthy life skills. With an abundance of creativity and "love," Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

### *London Nelson Community School*

LNHS, located in the London Nelson Community Center, serves students of the downtown area with both Classroom and Independent Studies options. Both programs focus on life skills as well as academics. Both provide opportunities to get involved in the community. Loudon Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

### *Oasis High School (Aptos and Watsonville)*

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

### *Seabright High School*

Seabright is a program for creative, flexible, ambitious, independent and responsible learners. We have created a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, we work together in a personalized learning community.

### *Star Community School*

Star is a small, student-centered community that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

### *Star Personalized Learning Community*

The Star PLC provides a safe space for students to grow, develop, and work towards their personal and academic goals. Star PLC is a hybrid between Independent Studies and a seat-based program. Star PLC focuses on supporting students in a small, holistic, safe environment. Juniors and seniors are encouraged to attend a Cabrillo class while in high school.

### *The Cottage*

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

### *Independent Studies Programs*

IS opportunities are located at the Santa Cruz County Office of Education and Sequoia Schools campus. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

### *DeWitt Anderson School*

Dewitt provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

#### *La Manzana Personalized Learning Community*

La Manzana is a small and safe personalized learning community. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

#### *Sequoia High School*

Sequoia High is committed to social, emotional, and academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and CTEP classes, all encompassed in a 21st Century learning environment.

#### *Sequoia Junior High*

Sequoia Junior High is a program with an emphasis on Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in the Sequoia Junior High Program learn study skills as well as life skills, and gain experience in the classroom and community.

#### *El Nido*

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

#### *Escuela Quetzal*

EQ is designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Each day students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with academics, students are offered courses in art, music, vocational education, sports, organic gardening, and computer technology.

#### *Sequoia Academy*

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

### **Court School Programs:**

#### *Robert A. Hartman School*

Hartman School provides for the education of youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning. Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

#### *Freedom Community School*

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

**SCHOOL SAFETY STRATEGY #1:** SCCOE Alternative Education administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

#### *Counseling*

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors who work at various sites to support students and staff. To increase services, Alternative Education has contracted with Encompass Youth Services and Children's Behavioral Health to provide additional counseling to our programs and hired a Health Educator.

#### *Restorative Practices and Conflict Resolution*

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

#### *Threat Assessment Protocol*

The SCCOE realizes that violence can be prevented if enough is known about a student's preparatory behavior. Staff at all school sites are trained in Threat Assessment Protocols to ensure that threats of violence or of harm to one's self are identified and prevented, while at the same time ensuring that students receive the help and support that they need. The SCCOE and Alternative Education will be participating in county wide revisions of our Threat Assessment Protocols during 2025.

**SCHOOL SAFETY STRATEGY #2:** SCCOE Alternative Education Programs utilize supportive, engaging, relevant materials and courses to ensure safe school climates.

#### *Student Groups and Student Leadership*

Several school-site and inter-site student groups have been developed over the past couple of years to ensure equity of student voices and in an effort to continue to improve school connectedness. These groups include Student Leadership groups based on activities and on student wellness. One site currently runs a Gay/Straight Alliance (GSA). We are working to create an inter-site GSA as well.

#### *Sports League*

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Several schools participate in competitive team sports including volleyball, basketball, soccer, flag football, and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga.

### *Social Emotional Learning*

Educators serve diverse groups of students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' abilities to succeed in school, careers, and life. SEL focuses on five key skills: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Via Professional Development opportunities, these strategies are incorporated into daily lesson plans.

### *Healing Centered Engagement Strategies*

Healing Centered Engagement recognizes that harm and trauma affect students' abilities to learn and behave. This theory expands how we think about responses to trauma and offers a holistic approach to fostering well-being in our students.

### *Experiential Education Opportunities*

We believe that students learn best and are at their best when they are engaged with relevant material. We seek through a number of partnerships to provide a diverse set of course offerings and opportunities. Partnerships, courses, and opportunities include, but are not limited to: William James Artist Association, Santa Cruz Arts Council, Mountains2SEA, Food What!?, CTEP construction, as well as Yoga and Mindfulness.

### *College Readiness and Dual Enrollment*

Students are encouraged to dual-enroll in community college courses, and three of our school programs are located directly on Community College Campuses.

**SCHOOL SAFETY STRATEGY #3:** Effective procedures will be followed to maintain a safe physical plant and school site.

### *School Supervision and Maintenance of Buildings/Classrooms*

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. All staff members are responsible for supervision during break and lunch times. Students are allowed to leave the classrooms on a limited basis to minimize the risks of unsupervised activity. It is the practice of SCCOE Alternative Education Program to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed and repaired. Where possible, students participate in campus beautification activities (i.e. planting flowers/vegetable gardens, painting, cleanup, etc.) to increase student awareness of and interest in maintaining the school buildings and grounds. Such school beautification projects have been taken on at a number of school sites through The SCCOE Career and Technical Education Partnership (CTEP).

Administrators and designees have participated in Incident Command Training this year, and all employees have participated in our Standard Command Response System (SCRS) Trainings this year.

The school's physical facilities are well maintained and generally appear neat and clean. The school sites are painted on a cyclical basis and renovated as needed. District personnel annually examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, a full inspection of sites, paying specific attention to potential hazards, has been conducted.

## **The SCCOE Alternative Education Program:**

- Operates closed campuses, where pupils must have permission to leave the campus during school hours.
- Has closed off all unused areas of the school.
- Has minimized blind spots around each school facility.
- Has installed alarm systems on campuses where appropriate.
- Has made it a priority to keep buildings clean and maintained.
- Has located its recreation areas where they are easily observed.
- Has limited roof access by keeping dumpsters away from building walls.
- Keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Keeps the school grounds free of debris and loose rock surfaces.
- Keeps a complete list of staff members who have keys to building(s).
- Does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti-Read, Record (i.e. photograph or videotape) and Remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Provides maximum supervision in heavy traffic areas.
- Has relocated staff to be in proximity of typical trouble spots (e.g. relocate a counselor's office next to a corridor where problems have occurred).
- Offers some school-or-community-based activities for students. However, students might benefit from an expansion of after school activities.

## Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

The SCCOE Alternative Education Program maintains a copy of the LEA's Child Abuse Reporting Procedures in the main office. A copy of the Procedures is available in the Policies and Procedures section at the end of this document. Also included is a copy of the Child Abuse Reporting Form. Procedures include a description of reportable conditions, a list of mandatory reporters, deadlines for reporting, information on how to report and what to include. Also included in the Procedures is an explanation of protections afforded to Mandatory Reporters, as well as an explanation of liabilities for failing to report. All educators complete an online Mandated Reporter training, annually at the start of the school year.



## Emergency/Disaster Preparedness Training Schedule

Santa Cruz County Office of Education will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	Training: 10/20/2024, 12/05/2024, 3/12/2025, 5/07/2025
SCRS - (Reverse) Evacuation, Hall Check, Lockdown	Training: 8/08/24, 10/02/24
Earthquake Emergency Procedures	Training: 10/20/2023, 12/05/2024

### Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Upon request by the office of Emergency Services or other valid authority and upon approval by the superintendent, public agencies may be authorized to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.

### Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. (See Rules and Procedures for School Discipline section for more information)

### Procedures to Notify Teachers of Dangerous Pupils – BP 5148

As documented in Board Policy 5148, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 5148 is included in the Appendix.

### Teacher Notice of Disciplinary History

The Office of Child Welfare and Attendance shall provide to the administration of The SCCOE Alternative Education Program, information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

### Gang Affiliation

The staff at SCCOE Alternative Education Program work closely with Broad Based Apprehension Suppression and Treatment and Alternatives (BASTA) and with the local law enforcement/Gang Unit regarding all issues and matters that

are gang related. Information from the school and the community are communicated to the student's parents, if a pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs are offered to the families. Staff training in Gang Awareness/Prevention/Intervention is provided annually.

### **Nondiscrimination/Harassment Policy – BP 5145.3**

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that provide a safe school environment for all students, including specifically for LGBTQ students.

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent/Guardian Rights Handout” is provided to each parent/student annually or upon enrollment. This handout includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The LEA’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

### **Dress Code – BP 5132**

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Each school site has developed a dress code to prohibit gang-identified colors or symbols, clothing that displays/glorifies violence or drug/alcohol use, and clothing that is inappropriate for the school environment. The dress code is reviewed regularly and guidelines are presented to students and parents annually and upon enrollment. The goals of the dress code are to minimize conflict among students and minimize distractions in the classroom.

#### **Rules and Procedures for School Discipline – BP 5144**

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

##### *Discipline Policy and Code:*

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching, social problem solving, and social decision-making is now a standard feature of effective drug and violence prevention programs.

Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence. Information provided to staff by students will be taken seriously and handled in a sensitive, timely manner to minimize risk to the student who revealed it, and to assess the threat and respond appropriately.

The SCCOE Alternative Education Program uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students. The SCCOE Alternative Education Program has developed plans to promote positive behaviors on playing fields, in break areas, hallways, and assembly areas.

##### **The Rules and Procedures for School Discipline Including Suspensions and Expulsions:**

Discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Frequent communication with parents occurs in order to apprise them of issues as soon as possible to encourage their support and assistance in the resolution of the problem, and to communicate shared responsibility for student behavior. Most sites provide students and parents with a site-specific school handbook that includes school rules.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. According to West Ed: "Restorative Justice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving." RJ has been used extensively both as a means to divert people from official justice systems, and as a program for convicted offenders already supervised by the adult or juvenile justice system." In the school setting, it often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. Restorative Justice proponents often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The Director uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Staff is kept informed with current information pertaining to high-risk students. In addition, the probation department provides school administration with specific confidential notice regarding relevant offenses.

When weapons or dangerous objects are involved, law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. SCCOE Alternative Education Program employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. Child Abuse reporting regulations and procedures are routinely reviewed with staff and counselors designated to assist in case a report needs to be filed.

Cell phones are used at school sites to promote staff communication and increase site security.

### **Bullying Prevention – BP 5131.2**

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that prevent bullying for all students, including specifically for LGBTQ students.

The Santa Cruz County Office of Education participates in the Safe Schools Project, which provides a wide range of services to schools, school districts and related organizations. Professional staff is available to provide school district wide or school related professional learning experiences ranging from safe and inclusive school visioning, policy development, workshops, professional development days, staff meetings, one on one teaching guidance, curriculum development, and institutes – and we can provide this in person or online. We can provide this guidance for administrators, teachers, support staff, counselors and parents. The LGBTQ School Taskforce was recently created under this project as well.

### **Positive School Climate – BP 5137**

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

## **Continued Improvements of School Climate**

### **SCCOE Alternative Education Programs Plan To:**

- Continue to involve visiting professional artists from The William James Association, California Poets in the Schools, Santa Cruz Arts Foundation, Food What!?, and MNTS@SEA at all school sites, giving first priority to schools with higher rates of suspensions and criminal reporting.
- Provide ongoing training in Reading With Relevance Program at the middle school and high school level, especially for new teachers.
- Continue with a Professional Development Plan that centers on Equity.
- Increase levels of Career Technical Education available to students.
- Continue to strengthen the Alternative Education/Probation Partnership to ensure student safety.
- Increase Social/Emotional counseling at all school sites with a specific focus on conflict resolution.
- Increase student and parent involvement through school open house and student recognition ceremonies.
- Provide School Handbooks to all students at all sites.
- Provide ongoing staff training Conflict Resolution, Restorative Practices, and Violence Prevention

### **Uniform Complaint Procedure – BP 1312.3**

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

### **Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act**

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

### **Describe Protocols for Reporting Incidents and Referring Students for Mental Health Care**

#### **Mental Health Programs**

Assigned to the SCCOE Alternative Education Program are a school psychologist and 11 school counselors and 5 Community Organizers. Alternative Education programs contribute to mental health goals through individual and small group counseling, referral to outside agencies as necessary, site-specific counseling to address common group needs at individual school sites. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Suicide Prevention: Policies and procedures are in place for suicide prevention, assessment, crisis interview and intervention, and communication with parent. However, a review of policies and procedures during staff development time might prove advantageous.

Grief Counseling: Policies and procedures are in place to provide debriefing and grief counseling following any school-related incident.

## **Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school**

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz County Office of Education, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

A set of school maps indicating safe entrance and exit areas for pupils, parents and school employees is available in the main office. Site specific maps are posted at the exits of each school.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. Signs indicating the location of the office are displayed in prominent locations for the public. Students are provided with ID cards to provide easy identification to staff and law enforcement personnel. ID cards are routinely updated to provide the most current photograph of the student, and lost cards can be readily replaced.

An administrator, designee, or lead teacher may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The SCCOE Alternative Education Program will, when appropriate, exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

The SCCOE Alternative Education Program notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, The SCCOE Alternative Education Program shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCCOE Alternative Education Program Educators actively supervise student departures and arrivals, placing themselves strategically at pick-up points and bus stops. Arrival and dismissal times are staggered at sites in close proximity to each other to ensure safety. SCCOE Education Program Educators keep law enforcement apprised of any schedule changes.

## Standard Command Response for Schools Protocol

### Purpose of ISCRS:

- Standardizes and shares a common group of clear, initial responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.
- Accounts for the “in Loco Parentis” responsibilities of school staff, i.e., the legal and ethical responsibility to “stand in the place of the parents” for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn’t impact or alter police/fire response.

### Santa Cruz Standard Command Response for Schools Protocol:

The approach to training schools on the Santa Cruz Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

#### EVACUATION

- o Removing students and staff from dangerous situations inside a building.
- o Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
- o Movement must be safe, controlled and intentional.

#### REVERSE EVACUATION

- o Removing students and staff from dangerous situations outside a building.
- o This command response can be used for the following: Dangers on the playground or outside, Law enforcement activity or other emergencies.
- o Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

#### HALLCHECK

- o Detecting and protecting from potential threats or other emergencies while continuing instruction

- o Procedure for responding to lower level threat/emergencies inside a school
- o Focus on a high level of active awareness
- o Examples of when this command response would be used:
  - o Disruptive person,
  - o unknown person on campus,
  - o out of control student,
  - o medical issue or
  - o Any other unknown situation in and/or around a school building.

#### LOCKDOWN - MOVE/SECURE/DEFEND

- o Procedures for staff and students to respond to an imminent threat or active violence inside a school.
- o Options based approach that allows each individual to process information and make a decision.

#### Move-Secure-Defend – Quick Reference

The Move-Secure-Defend model describes protective actions taken by teachers and staff (school stakeholders) to keep students safe while executing a Lockdown protocol. The Move-Secure-Defend model is an options-based approach. Teachers and staff are entrusted to act in the safest manner for themselves and their students. They are authorized to adapt based on situational awareness (active awareness). Situational Awareness is the use of your senses – stop, look, listen, smell, and feel, in order to gather information and then act as warranted (informed decisions).

Move- Move away from danger to a place of safety using intentional movements.

- Have a specific safe location as the goal of your movement.
- Move with intention and purpose from transition point to transition point (e.g., classroom to doorway, doorway to hall intersection, etc.).
- Stop at each transition point and reassess – proceed if reasonable, adapt if necessary. Safety, not speed, is the goal.

Secure- Secure spaces quickly and completely with an emphasis on preventing entry. Note: securing your space generally is the safest option.

- School staff will secure classrooms by locking the door and may include barricading the entrance.
- Once secured, occupants of the room may be moved to designated safe areas in the room away from views from interior hallways and windows.
- Occupants of a classroom should look for cover (preferred) or concealment. Cover is behind something that can stop bullets. In addition to concealing you, it provides protection from being shot. Concealment is being behind something that prevents a bad guy from seeing you but won't stop bullets. You can't be seen, but you are still vulnerable.
- Close interior window coverings, if practicable and safe.
- If in a common space move to available securable space and secure it.
- If securable space is not readily available, move with students out of the building to the predesignated off-site location.
- If outside the building, at the initiation of a lockdown, move to the predetermined offsite location.
- Do not open secured doors until it is opened by responders or the designated all clear signal has been given.

Defend- Defend aggressively as your life may depend on it. Defense should be the last available option, but once started incapacitation of the shooter is the goal. Use pre-planned or improvised weapons to assist in the defense of yourself or others, e.g., a bat, golf club, fire extinguisher, etc.



## Instructional Continuity Plan

*“an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency.... The plan shall include all the following:*

*(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide support for pupils’ social-emotional, mental health, and academic needs.*

### *Background:*

CA Senate Bill 153 requires California school districts to include an instructional continuity plan within their comprehensive school safety plans starting July 1, 2025. This plan includes communication with students and families, instructional delivery, student support, and implementation of the plan.

### *Communication and Student Support:*

As soon as possible and within five days the Santa Cruz County Office of Education Alternative Education programs will communicate with families and students through various modes of communication. We will have district/countywide communication come from our superintendent or designee, who will email/send through our communication application. This countywide communication will cover updates regarding the emergency and available student and family support offered throughout the county. Specifically, these communications will include any necessary details regarding shelter, food banks, and mental health resources.

On a site level, our school teams will reach out directly to students and families to establish two way communication to ensure all families are connected to school and aware of the communication and resources being offered countywide. Through this communication, school teams will establish a feasible mode of academic engagement during this time.

*(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.”*

### *In-person or Remote Instruction:*

As soon as possible and within 10 instructional days, students and families will have access to either in-person or remote instruction. We have prepared independent studies/remote instruction packets both online or paper-based that can be tailored for individual students. Families will have the opportunity to participate in in-person instruction at their current school if possible or at a different school site if necessary due to the emergency. Our Resource Teachers will also check in with their students and provide support for students with IEPs. Every effort will be made to continue special education services during emergencies. During this time both district/countywide and site-based communication outlined above will continue.

## **Adaptations for Students with Disabilities**

Our school is committed to ensuring the safety and well-being of all students, including those with disabilities. This section outlines specific adaptations and procedures to address the unique needs of students with disabilities during emergency situations.

**Individualized Plans:** Adaptations will be individualized based on each student's specific needs, as outlined in their Individualized Education Program (IEP) or 504 Plan.

**Collaboration:** Close collaboration will occur between school staff, students, families, and special education personnel to develop and implement effective adaptations.

**Communication:** Clear and consistent communication plans will be established and implemented to ensure all staff are aware of individual student needs and emergency procedures.

**Regular Review and Updates:** This section will be reviewed and updated annually to reflect changes in student needs and best practices.

### **Specific Adaptations**

#### *Mobility Impairments:*

Designated evacuation routes and assistance personnel for students using wheelchairs, walkers, or other mobility aids.  
Evacuation chairs or other equipment for students who cannot use stairs.  
Assistive devices (e.g., ramps, elevators) will be maintained and readily accessible.

#### *Sensory Impairments:*

Visual cues (e.g., flashing lights, visual alarms) for students with hearing impairments.  
Tactile warnings and alternative communication methods (e.g., vibrating devices) for students with visual impairments.  
Quiet areas designated for students who experience sensory overload during drills or emergencies.

#### *Cognitive Impairments:*

Simplified instructions and visual aids for students with cognitive disabilities.  
Peer buddy systems or assigned staff support during emergencies.  
Rehearsal of emergency procedures to help students understand expectations and build familiarity.

#### *Medical Conditions:*

Emergency action plans for students with medical conditions (e.g., asthma, diabetes, seizures), including access to medications, emergency contact information, and designated personnel will include:  
Procedures for administering medications during emergencies.  
Communication plans with medical professionals and families.  
Communication and Assistive Technology:\*\*  
Augmentative and alternative communication (AAC) devices will be utilized as needed.  
Assistive listening devices will be available for students with hearing impairments.  
Communication boards or other visual supports will be used to assist students with communication challenges.

#### *Staff Training and Drills*

All staff will receive training on the specific adaptations for students with disabilities outlined in this plan.  
Emergency drills will be conducted regularly, incorporating the specific adaptations for students with disabilities.  
Feedback from students, families, and staff will be gathered after each drill to identify areas for improvement.

#### *Communication and Collaboration*

Regular communication will occur between school staff, students, families, and special education personnel regarding emergency procedures and adaptations.  
Family input will be sought in the development and implementation of individualized emergency plans.

### *Documentation*

This plan will be reviewed and updated annually.

Records of staff training, drills, and any modifications to the plan will be maintained.

## **Opioid Prevention and Life-Saving Response Procedures**

Our school is committed to the health and safety of all students and staff. This section outlines procedures for responding to potential opioid overdoses and other life-threatening emergencies.

### **Opioid Overdose Recognition and Response**

#### *Signs and Symptoms*

Staff will be trained annually to recognize the signs and symptoms of an opioid overdose, including:

- Unconsciousness or unresponsiveness
- Slow, shallow breathing (or no breathing)
- Blue or gray coloring of the lips and/or fingertips
- Pinpoint pupils
- Gurgling sounds

#### *Opioid Overdose Prevention Education*

Age-appropriate education on the dangers of opioids and the importance of seeking help for substance use disorders will be provided to students. Information on available resources for substance abuse prevention and treatment will be disseminated to students and families. Naloxone and written instructions for use will be available in all classrooms.

#### *Stigma Reduction*

Promote a culture of understanding and support for individuals struggling with substance use disorders. Encourage open communication and help-seeking behavior.

#### *Immediate Action*

Call 911 immediately.

If available and trained personnel are present, administer naloxone (Narcan) as per manufacturer instructions and local protocols. Begin rescue breathing (if necessary) and monitor the individual until emergency medical services arrive.

#### *Naloxone Availability*

Information on the availability and location of naloxone on campus will be clearly communicated to all staff. Trained personnel will have access to naloxone kits.

#### *Life-Saving Response Procedures*

##### *CPR/AED Training*

All staff will be trained in CPR and the use of an AED (Automated External Defibrillator).

##### *First Aid*

First aid kits will be readily accessible and properly stocked.

#### *Record Keeping and Reporting*

Records of staff training, naloxone distribution, and emergency response drills will be maintained at the COE.

#### *Collaboration and Resources*

Collaborate with local public health agencies, law enforcement, and community organizations to access resources and support for opioid overdose prevention and response. Utilize resources from the California Department of Public Health (CDPH) and other relevant agencies.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

The SCCOE is committed to providing a safe and secure learning environment for all students and staff. This section outlines procedures for responding to incidents of dangerous, violent, or unlawful activity on campus.

### **Threat Assessment and Reporting**

#### *Identification and Reporting*

All staff members are responsible for identifying and reporting any potential threats of violence or unlawful activity. This includes:

- Verbal threats
- Written threats (including online threats)
- Suspicious behavior
- Possession of weapons or other dangerous objects

#### *Threat Assessment Team*

A designated threat assessment team will be responsible for evaluating threats and determining appropriate responses. The team will follow established protocols for threat assessment, including gathering information, conducting interviews, and developing safety plans.

### **Emergency Response Procedures**

#### *Immediate Action*

- Call 911 immediately in the event of an active threat or imminent danger.
- Follow SCRS procedures:
- Secure classrooms or designated safe areas.
- Maintain silence and remain calm.
- Follow instructions from school officials or law enforcement.

#### *Communication*

Utilize the school's emergency notification system (e.g., phone calls, emails, text messages) for staff and families.

### **Crisis Intervention and Support**

#### *Counseling Services*

Provide access to counseling services for students and staff who may be experiencing emotional distress or trauma following a crisis. Develop and implement crisis intervention plans to support the emotional and social-emotional needs of students and staff.

#### *Family Support*

Communicate with families regarding the incident and provide information on available support resources.

### **Prevention and Intervention**

#### *Bullying Prevention*

- Implement effective bullying prevention programs to address and prevent bullying behavior.
- Create a positive school climate that promotes respect, inclusivity, and empathy.

#### *Conflict Resolution and Restorative Practices*

- Teach students effective conflict resolution skills to help them resolve disagreements peacefully.
- Provide staff with training on conflict resolution and de-escalation techniques.

#### *Mental Health Awareness*

Promote mental health awareness among students and staff.

Provide resources and support for students experiencing mental health challenges.

*Record Keeping and Reporting*

All incidents of dangerous, violent, or unlawful activity will be documented and reported according to school district policy and legal requirements. Records of threat assessments, emergency responses, and staff training will be maintained.

## **Appendix**

**Board Policy 5141.4 Child Abuse Prevention and Reporting**

**Board Policy 3516 Emergencies and Disaster Preparedness**

**Board Policy 5144.1 Suspension and Expulsion/Due Process**

**Board Policy 4158 Employee Security/Teacher Notification**

**Board Policy 5145.3 Nondiscrimination/Harassment**

**Board Policy 5132 Dress and Grooming**

**Board Policy 5144 Discipline**

**Board Policy 5131.2 Bullying Prevention**

**Board Policy 5137 Positive School Climate**

**Board Policy 1312.3 Uniform Complaint Procedure**

## **CHILD ABUSE PREVENTION AND REPORTING**

The County Board of Education recognizes the Santa Cruz County Office of Education's (COE's) responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The COE's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain the student's right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also may include training in self-protection techniques.

The County Superintendent or designee shall seek to incorporate community resources into the COE's child abuse prevention programs. To the extent feasible, the County Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The County Board recognizes that child abuse has severe consequences and that the COE has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The County Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the County Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

*Adopted: 10/16/2014*

Policy  
adopted:  
**Business and Noninstructional Operations**

**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
Santa Cruz, California  
BP 3516(a)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516.3 - Earthquake Emergency Procedure System)*

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 3513.3 - District Police/Security Department)*

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such



agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

BP 3516(b)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

### *Legal Reference:*

#### EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

#### CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

#### GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

#### CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

#### CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

#### CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

#### UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources: (see next page)*

## EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

#### CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

#### FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

#### WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5144.1

### Students

### SUSPENSION AND EXPULSION/DUE PROCESS

The Santa Cruz County Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.2 - Bullying)*

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

*(cf. 5112.5 - Open Closed Campus)*

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

### **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

*(cf. 5138 - Conflict Resolution Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6142.4 - Service Learning Community Service Classes)*

*(cf. 6164.2 - Guidance Counseling Services)*

*(cf. 6164.5 - Student Success Teams)*

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion Due Process (Students with Disabilities))*

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

BP 5144.1

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

*(cf. 0460 - Local Control and Accountability Plan)*

### *Legal Reference:*

#### EDUCATION CODE

212.5 Sexual harassment  
233 Hate violence  
1981-1981.5 Enrollment of students in community school  
8239.1 Prohibition against expulsion of preschool student  
17292.5 Program for expelled students  
32261 Interagency School Safety Demonstration Act of 1985  
35145 Open board meetings  
35146 Closed sessions (regarding suspensions)  
35291 Rules (for government and discipline of schools)  
35291.5 Rules and procedures on school discipline  
48645.5 Readmission; contact with juvenile justice system  
48660-48666 Community day schools  
48853.5 Foster youth  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
48980 Parental notifications  
49073-49079 Privacy of student records  
52052 Numerically significant student subgroups  
52060-52077 Local control and accountability plan  
64000-64001 Consolidated application

*Legal Reference continued: (see next page)*

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### *Legal Reference: (continued)*

#### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

#### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas: means of production

#### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

#### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

#### LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

#### PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

*Legal Reference continued (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### Legal Reference: (continued)

#### WELFARE AND INSTITUTIONS CODE

729.6 Counseling

#### UNITED STATES CODE, TITLE 18

921 Definitions, firearm

#### UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

#### UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

#### COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal. App. 4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops. Cal. Atty. Gen. 146 (2001)

80 Ops. Cal. Atty. Gen. 348 (1997)

80 Ops. Cal. Atty. Gen. 91 (1997)

80 Ops. Cal. Atty. Gen. 85 (1997)

### Management Resources:

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crde-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:

<http://www2.ed.gov/about/offices/list/ose/osh/>



# **Superintendent Policy**

## **Employee Security**

SP 4158

### **Personnel**

The Santa Cruz County Superintendent of Schools desires to provide a safe and orderly work environment for all employees. As part of the Santa Cruz County Office of Education's comprehensive safety plan, the County Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the County Superintendent or designee immediately. As appropriate, the County Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The County Superintendent or designee may pursue legal action on behalf of an employee against a student or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on Santa Cruz COE property, at a school or COE activity, or in retaliation for lawful acts of the employee in the performance of their duties. (Education Code 48904, 48905)

The County Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The County Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The County Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

### **Use of Pepper Spray**

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the County Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

### **Reporting of Injurious Objects**

The County Superintendent requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal or designee immediately
2. Immediately notify the principal or designee, who shall take appropriate action
3. Immediately call 911 and the principal or designee

When informing the principal or designee about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

#### **Legal Reference:**

##### **EDUCATION CODE**

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

##### **CIVIL CODE**

51.7 Freedom from violence or intimidation

##### **CODE OF CIVIL PROCEDURE**

527.8 Workplace violence safety

#### GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

#### PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

#### WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

#### COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

#### Management Resources:

##### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/lss/ss>

## **SANTA CRUZ COUNTY OFFICE OF EDUCATION**

Santa Cruz, California

BP 5145.3

### **Students**

#### **NONDISCRIMINATION/HARASSMENT**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Santa Cruz County Board Of Education desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging

unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1330 - Use of Facilities)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
49060-49079 Student records  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

##### PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

##### UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

##### UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975  
12101-12213 Title II equal opportunity for individuals with disabilities  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability: complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
104.8 Notice  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Prohibition of discrimination based on age  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

#### Management Resources:

##### CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

##### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

##### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

##### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

##### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

##### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5132

### Students

#### DRESS AND GROOMING

The Santa Cruz County Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

*(cf. 4119.22 4219.22 4319.22 - Dress and Grooming)*

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

*(cf. 5145.3 - Nondiscrimination Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 5145.2 - Freedom of Speech Expression)*

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

**Adopted: November 19, 2020**



Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

*(cf. 5144 - Discipline)*

### **Gang-Related Apparel**

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 5136 - Gangs)*

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

### **Uniforms**

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

*Legal Reference: (see next page)*

## **DRESS AND GROOMING (continued)**

### *Legal Reference:*

#### EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

#### COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)  
827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

**DISCIPLINE**

The County Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The County Superintendent of Schools or designee shall approve for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

County Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, County Board policy, and administrative regulations. The County Board may review, at an open meeting, the approved school discipline rules for consistency with County Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the Santa Cruz County Office of Education's nondiscrimination policies.

The County Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills.

implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

The County Superintendent or designee may report to the County Board regarding disciplinary strategies used in each school in the immediately preceding school and their effect on student learning.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49901)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment (Education Code 49901)

*Adopted: 10/16/2014*

Regulation  
approved:  
Students

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California  
BP 5131.2

### BULLYING

The County Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

*(cf. 5145.3 - Nondiscrimination Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*

#### Examples of Prohibited Conduct

*Bullying* is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational, involves repetition or potential repetition of a deliberate act, and includes, but is not limited to, any act described in Education Code 48900(r).

*Cyberbullying* includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of prohibited conduct that may constitute bullying include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles.

BP 5131.2

## **BULLYING (continued)**

### **Measures to Prevent Bullying**

The County Board encourages the involvement of students, parents/guardians, staff, social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

The County Board incorporates any strategies developed by the County Superintendent of Schools implementing this policy, which may include, but are not limited to:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about county office of education (COE) and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so
6. Providing professional development to all school staff who have regular interaction with students, including information regarding staff's obligation to prevent discrimination, harassment, intimidation, and bullying of students and annually making available the California Department of Education's online training module on the dynamics of bullying and cyberbullying pursuant to Education Code 32283.5
7. Providing students with instruction, as appropriate, that promotes social-emotional learning, effective communication skills, conflict resolution skills, and appropriate online behavior and teaches students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice

**BULLYING** (continued)

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable COE and school plans.

*(cf. 0460 - Local Control and Accountability Plan)*

**Complaints**

Any complaint of bullying shall be submitted to and investigated by the individual(s), position(s), or unit(s) designated by the County Superintendent and, if determined to be discriminatory, shall be resolved in accordance with law and BP 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

*(cf. 1312.3 - Uniform Complaint Procedures)*

**Discipline/Corrective Actions**

A victim of bullying, witness, perpetrator, or other student affected by an act of bullying may be referred to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

In addition, corrective actions for a student who commits an act of bullying may include behavioral intervention and education and, if the behavior is severe or pervasive, may include notification of the student's parent/guardian, suspension or expulsion, and/or referral to law enforcement.

*Legal Reference: (see next page)*

## **BULLYING (continued)**

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

48900-48925 Suspension or expulsion

48985 Translation of notices

52066-52069 Local control and accountability plan

#### PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices; threats to safety

#### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

#### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

#### CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

#### COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

*Management Resources: (see next page)*



## BULLYING (continued)

### Management Resources:

#### CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs,

Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex, Race, Color and National Origin, and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

**Santa Cruz  
County  
Board of  
Education**

Board Policy  
BP 5137  
Students

**Positive School Climate**

\*\*\*Note: The following optional policy may be revised to reflect district practice.\*\*\*

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

*Board Approved: February 20, 2020*

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6142.92 - History-Social Science Instruction)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)  
(cf. 5126 - Awards for Achievement)  
(cf. 5131.5 - Vandalism and Graffiti)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6020 - Parent Involvement)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence,

including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Legal Reference:

##### EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

#### Management Resources:

##### CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003 Creating Safe and Drug-Free Schools: An Action Guide, 1996

##### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls> National School Safety Center:

<http://www.schoolsafety.us> U.S. Department of Education, Office of Safe and Healthy Students:

<https://www2.ed.gov/about/offices/list/oese/oshs>

(3/93 2/95) 3/08)

**Community Relations**  
**UNIFORM COMPLAINT PROCEDURES**

**BP 1312.3**

The Governing Board recognizes that the COE has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The COE shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination, harassment, intimidation or bullying and shall seek to resolve those complaints in accordance with the uniform complaint procedures.

The COE shall follow uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying in COE programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used when addressing complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects every individual's right to privacy. Discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The County Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The County Board encourages the early, informal resolution of complaints at the site level whenever possible.

The County Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate the process. The

Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations

The COE's Williams uniform complaint procedure, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Local Control Funding Formula
5. Local Control Accountability Plan

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime: definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6377 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

# UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM COMPLAINANT CONTACT INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ School/Office of Alleged Violation \_\_\_\_\_

I am filing this complaint on behalf of: ☐ myself ☐ my child/student ☐ another child/student ☐ a group

## **BASIS OF COMPLAINT**

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Consolidated Categorical Aid                               | <input type="checkbox"/> Migrant Education           | <input type="checkbox"/> Economic Impact Aid       |
| <input type="checkbox"/> Career/Technical Education   | <input type="checkbox"/> Homeless   | <input type="checkbox"/> Special Education           | <input type="checkbox"/> Title I through Title VII |
| <input type="checkbox"/> Child Care and Development   | <input type="checkbox"/> Retaliation against Complainant                            | <input type="checkbox"/> School Safety Plan          |  |
| <input type="checkbox"/> Special Education  | <input type="checkbox"/> Pupil Fees for Educational Activities                      | <input type="checkbox"/> Child Nutrition             |  |
| <input type="checkbox"/> Foster Youth   | <input type="checkbox"/> Lactating Pupil Accommodations                             | <input type="checkbox"/> English Learner Education   |  |
| <input type="checkbox"/> Local Control Accountability Plan (LCAP)   | <input type="checkbox"/> Course without Educational Content or Previously Completed |  |  |
| <input type="checkbox"/> Former Juvenile Court Student or Child of Military Family (Award of Course Credit) |   |  |  |
| <input type="checkbox"/> After School Education and Safety  | <input type="checkbox"/> Agriculture Vocational Education                           | <input type="checkbox"/> Regional Occupation Centers |  |
| <input type="checkbox"/> Peer Assistance Review for Teachers  | <input type="checkbox"/> Tobacco-Use Prevention Education                           | <input type="checkbox"/> Compensatory Education      |  |

For complaints of discrimination, harassment, intimidation, and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based (check all that apply): ☐ Sex ☐ Sexual Orientation

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Gender   | <input type="checkbox"/> Gender Identity             | <input type="checkbox"/> Gender Expression             |
| <input type="checkbox"/> Ancestry   | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race or Ethnicity             |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Immigration Status          | <input type="checkbox"/> Nationality                   |
| <input type="checkbox"/> National Origin  | <input type="checkbox"/> Religion                    | <input type="checkbox"/> Age                           |
| <input type="checkbox"/> Parental Status  | <input type="checkbox"/> Marital Status              | <input type="checkbox"/> Physical or Mental Disability |
| <input type="checkbox"/> Genetic Information  | <input type="checkbox"/> Pregnancy                   |  |
| <input type="checkbox"/> Association with a person or group with one or more of the actual or perceived categories listed above |  |  |

\*For complaints alleging noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities or noncompliance with the legal requirements pertaining to the Local Control Accountability Plan (LCAP), the complaint can be filed anonymously if the complaint provides enough evidence or information leading to evidence to support an allegation of noncompliance and to allow an appropriate investigation. However, if the complainant wishes to receive a copy of the County Office of Education's decision in response to the complaint, the complainant's contact information requested above must be provided.



Please complete the following to the best of your ability.

1. Please describe with as much detail as possible the facts underlying your complaint.  
(Attach additional sheets of paper if you need more space and attach any supporting or relevant documentation.)  
Provide details such as the names of those involved, the dates an incident or incidents occurred, whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to the complaint investigator.

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2. Please describe what steps, if any, you have taken to resolve this issue before filing this complaint. Have you attempted to discuss this issue with the person about whom you are complaining or with other COE personnel? If so, with whom and what was the result?

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3. Please describe your desired outcome or remedy so as to assist the complaint investigator in attempting to satisfactorily resolve your complaint, should you choose to participate in Mediation.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

This complaint form must be submitted to the Santa Cruz County Office of Education's Compliance Officer at the address listed below unless the complaint alleges noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities. In such cases, this complaint form may be submitted to your school site administrator. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date of the alleged discrimination, harassment, intimidation, or bullying, or six months from the date the complainant first obtained knowledge of the facts of the discrimination, harassment, intimidation, or bullying. Complaints alleging noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities must be filed not later than one year from the date the alleged violation occurred. Complaints will be investigated in a manner that protects the integrity of the process and the confidentiality of the parties to the extent that the investigation of the complaint is not obstructed. The COE's governing board prohibits any form of retaliation against any person for the filing of a complaint or participation in the complaint process.

Once completed, please deliver your complaint and any attachments to:

**Troy Cope**  
**400 Encinal Street**  
**Santa Cruz, CA 95060**  
**(831) 466-5751**

The COE will investigate and report its decision to the complainant within 60 calendar days of the COE's receipt of the complaint per The COE's Uniform Complaint Procedures found at Board Policy and Administrative Regulation 1312.3. The complainant has the right to appeal the COE's final decision to the California Department of Education, or to the State Superintendent of Public Instruction for complaints alleging noncompliance with the legal requirements pertaining to the LCAP, within 15 calendar days of receiving the decision.



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

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

Sept.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

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

Nov.	M	T	W	TH	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Dec.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Feb.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

Mar.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

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

June	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				



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

2025	M	T	W	TH	F
July					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Aug.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Sept.	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
Oct.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Nov.	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Dec.	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

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

LEGEND	
	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Winter/Spring Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)

2026	M	T	W	TH	F
Jan.					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Feb.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Mar.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			
Apr.					
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
May					
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
June					
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

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



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Santa Cruz County Office of Education	Denise Guerra-Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Career Advancement Charter (CAC) was authorized as a dependent charter of the Santa Cruz County Office of Education Alternative Program to provide a re-entry high school diploma and career technical education (CTE) opportunities for adult students. The CAC started in the fall of 2017 offering services at three locations; Corrections, the COE, and Sequoia Schools. Currently, the CAC has expanded to serve adult students at seven locations countywide, and is seeking to increase capacity to provide students with access to job skills literacy, career exploration, and CTE opportunities in the coming year. We are pleased to share that the CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. This accreditation process was a meaningful experience for our CAC community and is an honorable validation of the work that we do.

Santa Cruz County is located on the central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county encompasses the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part.

We believe that the educational success of our adult students is dependent upon quality and innovative instructional programs, removing barriers of access to education and career, and active community engagement. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate a robust learning environment and shape programming to reflect current community needs.

CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be; effective problem solvers who examine information in a variety of ways, critical and creative thinkers who analyze information and apply knowledge to solve problems, and effective communicators who demonstrate skills through reading, writing, speaking, listening and presenting. Our students are resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the community, and developing an awareness of their own social/emotional needs. They are leaders in their communities who have agency to advocate for themselves and their families.

The CAC is a non-classroom based Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative and welcoming learning experiences. All services are free and programs are provided at multiple locations within Santa Cruz County.

The CAC has small sites located across the county that include: the Main Jail, the County Office of Education in Santa Cruz, the Rountree Correctional Facility, the Probation Services Center North and South, and Sequoia Schools. Each site provides a small specialized educational team who offers instruction and effective case management to connect resources and ensure local access for all students.

Most CAC students are enrolled for less than one full academic year before they either complete the diploma, or have to leave temporarily due to other life responsibilities. The majority of CAC students are determined adults who have not had prior success in high school due to numerous barriers. Many CAC students are parenting and are in need of childcare, are working full-time, and rely on insufficient transportation resources. For these reasons, CAC students prefer the flexibility of an Independent Study instructional format.

CAC teachers and staff communicate regularly with students. Students are encouraged to remain focused, on-track and to persist with the goal of obtaining a high school diploma, despite the numerous challenges that our adult learners face. CAC students respond positively to frequent phone calls, texts, individualized coaching, tutoring, small group meetings and bilingual delivery in English and Spanish. Teachers in the correctional facilities work with the Corrections Department to identify students who have not yet obtained a high school diploma and assist them to enroll in our Adult Independent Study program.

Each student meets with their teacher at least once per week for a progress check, instruction and an attendance review. The rate of progress that a student makes each semester varies. On average, students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and other life responsibilities.

Adult students return to earn their high school diploma or equivalency for many reasons. We have developed an orientation process that ensures each student has an opportunity to meet with an intake counselor prior to enrollment to determine their strengths and needs. A careful transcript review is completed for each student to build on the accomplishments already achieved by each individual and identify next steps. Our intake leads are intentional in welcoming our new students, providing a space to set goals and encourage them. Students complete a questionnaire, provide a short writing sample, and complete the CASAS assessment before meeting their instructor. This information is valuable to the instructional team in planning their relational and curricular approach. We are an innovative and focused team committed to serving adult learners in Santa Cruz County.



## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard is not an accurate demonstration of the progress our students make annually in the Career Advancement Charter. Local data provides a more holistic demonstration of the success that our students accomplish.

Our participation with the Greater Opportunities for Adult Learning Consortium has strengthened our collaboration with our Adult Ed partners, including the Workforce Development Board, local school districts, and the community college. In addition to the regularly scheduled Board meetings, this school year we added a collaborative work meeting to the calendar. The partnership and space for networking and collaboration has been beneficial.

One of our greatest successes this past academic year is the implementation of a seamless student intake and orientation process. We have strengthened this student onboarding process over the past two years and we have now built a system that is student centered and staff supported. This academic year we have had more CAC students transition to ESL classes, non-credit courses, and dual enrollment courses at the community college.

A slight increase in our pre and post-test of CAC students demonstrated literacy gains in the Comprehensive Adult Student Assessment Systems (CASAS). We were marginally successful in testing implementation and the results clearly indicate that students are improving in the Educational Functional Level (literacy and math) gains, which are vital to success in the school as well as work setting. With intentional collaboration between our Transition Specialist and our instructional staff, we have made great progress in creating a system for pre and post assessment administration. However, we have identified a need to complete more post-testing for students as they are exiting the CAC. The CASAS assessment has guided the development of varied instructional approaches to support our adult learners. In support of these approaches, we offer weekly Student Learning Sessions in the evenings. Student Learning Sessions are offered in the following areas: Foundational Math Support, Writing Support, Digital Literacy, Personal Learning Plan Development, and Career Skills. Through our CASAS staff trainings, our teachers and staff have gained the ability to effectively use assessment data to inform instruction and support post-secondary transition efforts.

A programmatic success includes the CAC program at the Adult Probation Success Centers in North and South County, with successful enrollments each month. We continue to provide services in the correctional facilities, with students earning their high school diplomas throughout the school year. We have expanded our program services to include an annual career fair to expose our adult students and alumni to a variety of careers and to allow them the opportunity to connect with professional community members and leaders in these career pathways. This year, 30 career professionals, local organizations, agencies, and educational institutions came together to share advice and information to our students on resources available to assist them as they pursue their career, educational, and personal goals.

All seven sites exceeded enrollment projections throughout the 23-24 school year and maintained strong attendance overall which we attribute to the approach all staff apply towards supporting each student to participate. All newer staff were guided to conduct ongoing qualitative assessments of student demographics and learning styles in efforts to sustain a highly welcoming and safe school environment. Ongoing training and support was offered in the areas of: culturally relevant career readiness, effective teaching strategies, improving outreach and enrollment, fostering an inclusive school community and building cultural proficiency. CAC staff foster a respectful and inclusive school culture, with a focus on academic success and social emotional wellness.

Teachers were able to provide individualized assignments based on transcript needs, providing weekly feedback and new assignments. Learning experiences are designed to meet the needs of all students including those who qualify for special education, multilingual learners, those experiencing homelessness, students with exceptional needs, and those requesting mental health support.

This year, we continued the implementation of our Ventures ESL curriculum. ESL Ventures pilot has been successful so far and we have purchased additional materials to expand the curriculum offerings at the Probation Success Centers (North and South). This curriculum is aligned with the CASAS assessment. Teachers are reporting that students are engaged with the material. We have a range of materials available for students from the Basic level to Level 5 (transition support). The online component is user-friendly and engaging. We have offered two sections of ESL at our Sequoia Schools location this school year. Classes have been well attended. Additionally, we offer two Plazas Comunitarias (Spanish literacy) classes each week.

All students who needed a computer and/or access to internet connectivity continue to be issued appropriate devices. The CAC has maintained a steady supply of machines to distribute to incoming students as well as to replace devices as needed.

In the 23-24 school year, the CAC served 361 students in our school settings as well as in correctional facilities. Of these students, a total of 100 graduated with a high school diploma or earned their high school equivalency.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Career Advancement Charter continues to be eligible for comprehensive support and improvement.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The CAC will continue to investigate areas in need of attention, specifically the graduation rate. The CSI plan for the CAC has been developed through support with the Santa Cruz COE, CAC staff, and student input. Data collection and analysis are critical components of investigating our current graduation rate as well as identifying strategies for improvement. Persistence data will be critical to accurately measure the level of engagement in our adult students, while also understanding that some students will have to pause their studies to give attention to other responsibilities. We will continue to work closely with community partners as contributing stakeholders as well.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CAC administration and leadership team will participate in the implementation and will monitor and evaluate the effectiveness of the CSI plan. We will use various data sources, including the CA School Dashboard, CASAS data, as well as local data around persistence, attendance, enrollment, and credit accrual. Additionally, we will use established metrics to monitor program efficacy, with a particular focus on postsecondary opportunity data. Ensuring that data is reviewed quarterly will promote program evaluation on a regular basis so that adjustments can be made as needed.



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Consult with teachers, administration, school personnel	We actively sought input from teachers, administration, and school personnel through a comprehensive consultation process. We employed various methods to ensure thorough and inclusive feedback. Surveys were distributed to gather quantitative and qualitative data, capturing a wide range of perspectives. Additionally, we conducted meetings where stakeholders could voice their opinions and discuss concerns in a collaborative environment. Open lines of communication were maintained throughout the process, encouraging ongoing dialogue and transparency. We reviewed and analyzed the collected data to identify trends and insights, ensuring that our plan reflects the collective vision and needs of our school community. This inclusive approach ensures that our school plan is both representative and effective, fostering a collaborative spirit and commitment to continuous improvement.
Consult with students	Focused on a strong student-centered approach, we actively sought input from our students through various channels. Surveys were distributed to capture their feedback on key areas, ensuring their voices were heard. Student conferences provided a platform for more in-depth conversations, allowing us to understand their perspectives, needs, and challenges better. Our Student Advisory committee, comprising student representatives, has been established to ensure continuous involvement in the decision-making process. Regular meetings and open lines of communication were maintained, fostering an environment where students felt empowered to share their ideas and concerns. This approach ensured that our school plan is

Educational Partner(s)	Process for Engagement
	reflective of the students' views and aspirations, promoting a collaborative and inclusive school culture.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback has indicated student interest in increasing career exploration courses to support them in transitioning to or advancing in the workforce. Students also would like an increase in the credit limit, for those who would like to receive their high school diploma sooner. In order to increase our capacity of services for our students, the following aspects of the LCAP were directly influenced by stakeholder engagement and input: Transition Support, Instructional Aide Support, professional learning opportunities for staff, childcare services, food distribution services, counseling services, continued collaboration with CTE to increase career technical education opportunities, ESL courses for multilingual learners, enrichment opportunities, and continued purchasing of relevant instructional materials. We will continue to strengthen our outreach efforts in the upcoming school year.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Graduation Rate	54.8%			70%	
1.2	Post-secondary Transition Rate (Placement/Graduated Students)	36.7%			70%	
1.3	CASAS EFL (Educational Functioning Level) gains	50%			80%	
1.4	Percent of students earning 45 or more credits per year (Students/ADA)	16.1%			30%	
1.5	Percent of students earning a HSD or HSE annually (Diplomas/ADA)	63%			80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Comprehensive Assessment Strategies and Implementation	Implement a comprehensive assessment strategy that includes formative and summative assessments to monitor and support student progress in Math and English proficiency, job skills literacy, and readiness for post-secondary opportunities. Testing platforms include CASAS, ALEKS, ESL,	\$25,000.00	No
1.2	Bilingual Instructional Support	Provide bilingual instructional support for CAC students to expand educational interventions and support, including one to one tutoring, assist with resource inventory, manage student learning center	\$95,743.00	Yes
1.3	Provide ESL Classes	Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	\$28,070.00	Yes
1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	\$66,160.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	Retain current staffing and increase teacher by 1.0 FTE program-wide. Start the 24/25 school year with 7.0 FTE	\$106,778.00	No
<b>1.6</b>	Bilingual Community Organizer	Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.	\$45,491.00	Yes
<b>1.7</b>	Senior Instructional Support	Support students, staff, and program with direct service and referrals. Lead data collection, entry, and analysis	\$17,197.00	No
<b>1.8</b>	Purchase Instructional Materials	Purchase instructional materials in English and Spanish for use in a variety of instructional settings including Corrections, Independent Study formats, ESL courses, and online formats	\$50,000.00	No
<b>1.9</b>	High School Equivalency Administration (HiSet)	Expand opportunities for students, particularly in the locked and Adult Probation facilities, to access the HiSet proficiency exam	\$14,705.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Staff Learning	Provide ongoing learning opportunities for CAC staff based on student need and staff interest	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

<p>There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.</p> <p>Our goal is to support student transitions both into and out of the Career Advancement Charter, focusing on our general student population as well as targeted groups such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students. This approach enables us to identify and address gaps in community resources effectively. Providing integrated support universally, targeted to specific populations, and tailored to individual needs allows us to enhance and strengthen our program. This ensures that we cater to the comprehensive needs of our students, enabling them to have an engaging learning experience and transition successfully beyond their high school diplomas.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities (Participation/ADA)	17.4% (CTE only)			60%	
2.2	Career and Transition Services/Counseling Received (Services/Total Enrollment)	36.3%			80%	
2.3	Post-secondary education placement (Students in post-secondary/Graduates)	TBD in 24/25 school year			60%	
2.4	Number of students co-enrolled at the Community College or Technical Training (students/ADA)	TBD in 24/25 school year			60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education Instruction	Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building, Digital Literacy	\$64,264.00	No
2.2	Comprehensive Student Support	Provide student support including: mental health support, community referrals, connection to community resources	\$55,326.00	No
2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Transition Specialists provide direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face	\$37,078.00	Yes
2.4	Increase co-enrollment opportunities for Adult Students	liase with Cabrillo College, non-credit courses, dual enrollment, explore stackable certificates based on labor demand (SVL)	\$37,190.00	No
2.5	Provide Childcare Services in our Early Care Classroom	Provide afternoon and evening childcare services at the Sequoia Schools campus so that adult students are able to participate in educational, prosocial, and counseling opportunities	\$111,002.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide healthy food options	Students will have daily access to healthy food options while on campus.	\$15,000.00	No
2.7	Enrichment Opportunities	Explore and identify enrichment programming that may include student employment, arts, music, interest based workshops, immersive/experiential experiences to increase student engagement	\$25,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.	Broad Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Enrollment	361			400	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Average Daily Attendance	155			185	
3.3	Persistence Data - Students continuously enrolled for at least one semester/total enrollment	37.4			60%	
3.4	Student Survey Data - Program Satisfaction	76.9%			95%	
3.5	CAC Survey Data - Engagement	TBD in 24/25			TBD	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand and improve CAC services	HSD and HSE services will be provided at Corrections, Probation Service Centers North and South, COE Campus Locations, as well as a continued commitment to be responsive to other interested community partners	\$49,992.00	No
3.2	Implement Student Onboarding Process	Bilingual staff to complete student intakes and orientation to welcome and onboard new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	\$45,491.00	No
3.3	Utilize Community Referral System to maximize community connections	Utilize Community Pro to make appropriate referrals to post-secondary opportunities and promote inter-agency collaboration	\$45,274.00	No
3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	Collaborate with community partners involved in adult education programs to enhance learning opportunities and resources	\$45,274.00	No
3.5	Provide Student Outreach	Promote CAC program across the county to encourage more adult students to complete HSD or HSE	\$12,194.00	Yes
3.6	Community Event Participation	Attend open house events, career fairs, maintain presence at community events	\$89,491.00	No
3.7	Cross Department Collaboration	Network with COE departments to promote collaboration to benefit students with resources and opportunities	\$104,688.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Support Staff	Continue/improve outreach and communication campaigns at community events, local high schools, and foster relationships with adult education partners		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$109,465	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.405%	0.000%	\$0.00	5.405%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p><b>Action:</b> Bilingual Community Organizer</p> <p><b>Need:</b> Comprehensive Student Support</p> <p><b>Scope:</b></p>	Staff to work across programs providing direct support to students	Achievement, Engagement



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>2.3</b>	<p><b>Action:</b> Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students</p> <p><b>Need:</b> Transition support for students who need more resources.</p> <p><b>Scope:</b> LEA-wide</p>	Students with greater need will receive focused attention from a Transition Specialist to support with the educational process.	Various metrics related to engagement and achievement will be analyzed.
<b>3.5</b>	<p><b>Action:</b> Provide Student Outreach</p> <p><b>Need:</b> Outreach in Spanish and English</p> <p><b>Scope:</b> LEA-wide</p>	Many students need primary language support	Metrics related to engagement and achievement will be analyzed.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<b>Action:</b> Bilingual Instructional Support  <b>Need:</b> Spanish support for students whose primary language is not English  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Spanish support for students whose primary language is not English	Assessment tools, staff evaluation
1.3	<b>Action:</b> Provide ESL Classes  <b>Need:</b> ESL for multilingual learners  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Intentional instruction to support students' language acquisition	participation, CASAS

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,025,204.	109,465	5.405%	0.000%	5.405%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,140,248.00			\$66,160.00	\$1,206,408.00	\$1,096,408.00	\$110,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Comprehensive Assessment Strategies and Implementation	All		No					\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.2	Bilingual Instructional Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$95,743.00	\$0.00	\$95,743.00				\$95,743.00	
1	1.3	Provide ESL Classes	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools		\$28,070.00	\$0.00	\$28,070.00				\$28,070.00	
1	1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	All		No					\$66,160.00	\$0.00				\$66,160.00	\$66,160.00	
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	All		No					\$106,778.00	\$0.00	\$106,778.00				\$106,778.00	
1	1.6	Bilingual Community Organizer	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income			\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
1	1.7	Senior Instructional Support	All		No					\$17,197.00	\$0.00	\$17,197.00				\$17,197.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Purchase Instructional Materials	English Learners All	No					\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.9	High School Equivalency Administration (HiSet)	All	No					\$14,705.00	\$0.00	\$14,705.00				\$14,705.00	
1	1.10	Professional Staff Learning	All	No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Career Technical Education Instruction	All	No					\$64,264.00	\$0.00	\$64,264.00				\$64,264.00	
2	2.2	Comprehensive Student Support	All	No					\$55,326.00	\$0.00	\$55,326.00				\$55,326.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$37,078.00	\$0.00	\$37,078.00				\$37,078.00	
2	2.4	Increase co-enrollment opportunities for Adult Students	All	No					\$37,190.00	\$0.00	\$37,190.00				\$37,190.00	
2	2.5	Provide Childcare Services in our Early Care Classroom	All	No					\$111,002.00	\$0.00	\$111,002.00				\$111,002.00	
2	2.6	Provide healthy food options	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.7	Enrichment Opportunities	All	No					\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.1	Expand and improve CAC services	All	No					\$49,992.00	\$0.00	\$49,992.00				\$49,992.00	
3	3.2	Implement Student Onboarding Process	All	No					\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
3	3.3	Utilize Community Referral System to maximize community connections	All	No					\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	All	No					\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.5	Provide Student Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools		\$12,194.00	\$0.00	\$12,194.00				\$12,194.00	
3	3.6	Community Event Participation	All	No					\$89,491.00	\$0.00	\$89,491.00				\$89,491.00	
3	3.7	Cross Department Collaboration	All	No					\$104,688.00	\$0.00	\$104,688.00				\$104,688.00	
3	3.8	Support Staff														

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,025,204.	109,465	5.405%	0.000%	5.405%	\$218,576.00	0.000%	10.793 %	<b>Total:</b>	\$218,576.00
								<b>LEA-wide Total:</b>	\$94,763.00
								<b>Limited Total:</b>	\$123,813.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Bilingual Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$95,743.00	
1	1.3	Provide ESL Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools	\$28,070.00	
1	1.6	Bilingual Community Organizer	Yes	LEA-wide	English Learners Low Income		\$45,491.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,078.00	
3	3.5	Provide Student Outreach	Yes	LEA-wide	English Learners	All Schools	\$12,194.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$796,424.38	\$1,200,540.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CASAS (Comprehensive Adult Student Assessment System) Management	No	\$8,862.95	32,929.09
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	46,376
1	1.3	ESL Teacher .5 FTE	Yes	\$25,000.00	27,543
1	1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE	No	\$20,768.26	\$32,287.38
1	1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs	No	\$100,000.00	\$159,083
1	1.6	Bilingual Community Organizer	Yes	\$125,000.00	\$168,969
1	1.7	Instructional Materials	Yes	\$3,500.00	\$48,956
1	1.8	Learning Center facilities for adult students	No	\$5,000.00	\$6,556
1	1.9	Professional Staff Learning	No	\$7,500.00	\$61,298
2	2.1	CTE Instruction 0.7 FTE	No	\$58,679.15	\$51,470.32
2	2.2	Mental Health Counseling	No	\$10,000.00	\$22,527



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Hire Project Specialists: focus on transition support	Yes	\$180,000.00	\$49,504.80
2	2.4	Increase CTE programming for Adult Students	No	\$20,768.26	\$32,287.38
2	2.5	Provide childcare services	No	\$34,010.65	\$59,439.13
2	2.6	Provide healthy food options	Yes	\$7,500.00	\$6,122
3	3.1	Expand CAC Services	Yes	\$70,843.42	\$307,005.79
3	3.2	Student Intake Process	No	\$15,000.00	\$11,256
3	3.3	Community Referral System	No	\$8,862.95	\$6,188.10
3	3.4	Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning)	No	\$20,768.26	\$32,287.38
3	3.5	Student Outreach	No	\$12,997.53	\$11,256.02
3	3.6	Identify Eligible WIOA training	Yes	\$8,862.95	\$6188.10
3	3.7	Career Development Focus	No	\$10,000.00	\$21,011

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
107,703	\$369,706.37	\$660,664.89	(\$290,958.52)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	46,376		
1	1.3	ESL Teacher .5 FTE	Yes	\$25,000.00	27,543		
1	1.6	Bilingual Community Organizer	Yes	\$125,000.00	168,969		
1	1.7	Instructional Materials	Yes		48,956		
2	2.3	Hire Project Specialists: focus on transition support	Yes	\$90,000.00	\$49,505		
2	2.6	Provide healthy food options	Yes	\$7,500.00	6,122		
3	3.1	Expand CAC Services	Yes	\$70,843.42	307,005.79		
3	3.6	Identify Eligible WIOA training	Yes	\$8,862.95	6188.10		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,750,392.00	107,703	28%	34.153%	\$660,664.89	0.000%	37.744%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Type of Goal**

Identify the type of goal being implemented as a Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023



# **Certificated Employee Unit Agreement**

**By and Between the  
Santa Cruz County Education Association/CTA/NEA and  
The Santa Cruz County Superintendent of Schools**

**July 1, 2024 – June 30, 2027**



**CERTIFICATED EMPLOYEE  
UNIT AGREEMENT**

July 1, 2024 - June-30, 2027

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## **PREAMBLE**

THIS AGREEMENT, hereinafter referred to as the “Agreement,” is entered into between the County Superintendent of Schools, hereinafter referred to as “County Superintendent,” and the Santa Cruz County Education Association CTA/NEA, hereinafter referred to as “Association”.

The term “Agreement” as used herein means the written agreement provided under Section 35401(h) of the Government Code.

## **ARTICLE 1**

### **RECOGNITION**

- 1.1 The County Superintendent recognizes the Association as the exclusive representative for the employees in the Certificated Unit.
- 1.2 The Certificated Unit consists of those certificated employees rendering service to the County Office under written contract and assigned a permanent, probationary or temporary employment status. The unit does not include those appointed under authority of Education Code Section 44910 (ROP teachers). All other certificated positions, including those designated management or confidential and those positions recognized as certificated supervisory, have been by mutual agreement of parties excluded from this unit.
- 1.3 This Agreement applies only to employees in the above described representation unit.

## ARTICLE 2

### TERM

#### 2.1 TERM

The term of this Agreement shall commence on July 1, 2024, and will continue until June 30, 2027. The contract will stay in effect until completion of negotiations on a successor agreement.

#### 2.2 FUTURE MOU's

Both the SCCOE and the SCCEA recognize that unforeseen circumstances may result in changes to working conditions (including pandemics and other acts of nature) that necessitate the parties to enter into memorandums of understanding in order to mitigate the effects of said unforeseen circumstances.

### **ARTICLE 3**

#### **COUNTY SUPERINTENDENT OF SCHOOLS RIGHTS**

- 3.1 All matters not specifically enumerated in this Agreement are reserved to the public school employer as provided by law.
- 3.2 In the event of an emergency, which shall be defined as to include any or all those conditions set forth in Education Code Sections 41422 or 46392, the County Superintendent shall have the right to suspend the provisions of this Agreement for the duration of the emergency only as provided in federal or state statutes and directives.

## ARTICLE 4

### EMPLOYEE RIGHTS

- 4.1 The County Superintendent and the Association recognize the right of employees to form, join, and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form, join, or participate in employee organization activities.

4.2 Subcontracting

The Santa Cruz County Office of Education shall not subcontract bargaining unit work without the concurrence of the Association. In the event of layoff, the County Office of Education shall not subcontract work formerly performed by laid off unit members to any outside entity without the concurrence of the Association.

4.3 Non-Discrimination

There shall be no discrimination among employees of the County Office of Education with respect to color, race, creed, religion, national origin, gender, sexual orientation, veteran status, age, ancestry, medical condition, disability or marital status.

- 4.4 Both the Association and individual unit members shall be notified before the County Superintendent releases personal information pertaining to the employee as a part of a California Public Records Act (CPRA) disclosure. The County Superintendent shall not disclose personal information regarding employees that are exempted under California Gov. Code 6253(b) and 6254. California Gov. Code 6254(c) exempts disclosure of “personal, medical, or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy”.

## ARTICLE 5

### PAYROLL DEDUCTIONS FOR ASSOCIATION DUES

- 5.1 Any unit member who is a member of the SCCEA, CTA/NEA, or who has applied for membership, shall sign and deliver to the County Superintendent an assignment authorizing deduction of unified membership dues and general assessments in the SCCEA, CTA/NEA. Pursuant to such authorization, the Superintendent shall deduct according to employee's wage payment option, one-tenth or one-twelfth of such dues from the regular salary check of the unit member each month for ten (10) or twelve (12) months.
- 5.2 Authorized payroll deductions shall continue in effect from year to year unless revoked in writing between June and September 1 of any year.
- 5.3 Agency Fee
- 5.3.1 Any unit member who is employed by the Santa Cruz County Office of Education and who is not a member of the SCCEA, CTA/NEA, or who does not make application for membership within thirty (30) days from the date of commencement of their assigned duties, shall become a member of the SCCEA, CTA/NEA, or pay to the Association a fee in an amount equal to unified membership dues and general assessments, payable to the Association in one lump- sum payment. In the event that a unit member does not pay such a fee directly to the Association, the Association shall notify the Superintendent in writing. The Superintendent shall then immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in paragraph 5.1 of this article. There shall be no charge to the Association for such mandatory deduction.
- 5.3.2 Religious exemption
- 5.3.2.1 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Association, except such member shall pay, in lieu of a service fee, sums equal to such service fee to either a non-religious, non- labor organization or charitable fund exempt from taxation under section 501 (c) (3) of Title 26 of the Internal Revenue Code.
- 5.3.2.2 To receive a religious exemption, the unit member shall submit a detailed written statement establishing the basis for the religious exemption. The Association executive board shall communicate in writing to the unit member its acceptance or rejection of the exemption. If accepted, the unit member shall make payment to an appropriate charity as described above. Such payment shall be made on or before the due date for cash dues/fees for each school year.
- 5.3.2.3 Proof of payment shall be made on an annual basis to the Association and the Superintendent as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.
- 5.3.2.4 Any unit member making payments as set forth in paragraph 5.3.2.1, and who requests that the grievance or arbitration provisions of this Agreement be used on

their behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

- 5.3.3 With respect to all sums deducted by the Superintendent pursuant to sections above, whether for membership dues or agency fee, the Superintendent agrees to remit such monies promptly to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non- membership in the Association, and indication of any changes in personnel from the list previously furnished.
- 5.3.4 The Association, CTA/NEA, agrees to furnish any information needed by the Superintendent to fulfill the provisions of this Article.
- 5.3.5 The cost of enforcing the provision of this Article shall be borne solely and exclusively by the Association, except that for the duration of the term of this Agreement, no member of the unit nor the Association will be required to reimburse the Office of the County Superintendent costs incurred in making the salary deduction and the transmission of the amounts so collected to Association.
- 5.3.6 The Association shall indemnify, defend and hold harmless the County Superintendent, their designees from any and all claims made of any nature and against any lawsuit threatened or instituted against the County Superintendent and their designees, arising from the responsibilities created by the provisions of this Article.



## ARTICLE 6

### COMPENSATION

#### 6.1 Compensation

- 6.1.1 Effective July 1, 2024, the County Superintendent agrees to an increase on the Certificated Unit Salary Schedule of two percent (2%).
- 6.1.2 Effective July 1, 2022, the County Superintendent agrees to an increase on the Certificated Unit Salary Schedule of 3.5%. All increases will be displayed in Appendix I.
- 6.1.3 Stipends for graduate degrees will be prorated to the employee's full-time equivalent (FTE) and work year. A maximum of one Master's degree stipend will be credited per individual employee. A maximum of one Doctorate degree stipend will be credited per individual employee. The Master's degree or the Doctorate degree annual stipend for a full-time equivalent (FTE) will be fifteen hundred dollars (\$1,500). Should an individual have both a Master's degree and a Doctorate degree, the individual will receive an additional annual stipend of four hundred dollars (\$400). When prorating stipends, a minimum stipend for a Master's degree or Doctorate degree will be a minimum of four hundred dollars (\$400).
- 6.1.4 Bilingual Stipend: Certificated Employees that acquire CTE authorized bilingual certification such as BCLAD or CSET: World Languages Exam will receive an ongoing stipend . And, Certificated Employees hired before 7/1/2017 that have passed the Classified Bargaining Unit Bilingual Exam as a classified employee will be eligible to receive the ongoing Bilingual Stipend . The stipend amount for either option shall be paid as follows; 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part-time assignments and/or partial year service.
- 6.1.5 Effective July 1, 2023, the County Superintendent agrees that any Unit member who has been in continuous active employment with the County Office of Education for a period of ten (10) years, shall receive a one point seven-five percent (1.75%) longevity stipend commencing on their eleventh year. Creditable years of service for determining longevity may be earned outside of the certificated bargaining unit as long as services rendered are with the Santa Cruz COE. Unit members hired after fifty percent (50%) of the school days have occurred will begin accumulating eligibility for longevity the following July 1. Unit members may only receive one (1) longevity stipend.

#### 6.2 Responsibility Factor

- 6.2.1 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to those Resource Specialists performing case management duties in addition to their regular duties.
- 6.2.2 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to the Head Teacher at a site having three or more teachers for the additional duties and coordination responsibilities required.
- 6.2.3 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to Program Specialists in recognition of the specialized responsibilities inherent in the position.
- 6.2.4 Case management and head teacher assignments are made annually by the Director. Case management duties are listed in Appendix A-1. Head teacher duties are listed in Appendix A-2.
- 6.2.5 A standing responsibility factor committee shall be established to review eligibility for

individuals not currently included to receive the ten percent Responsibility Factor. Three committee members will be selected by the Superintendent and three members selected by the Santa Cruz County Education Association.

The purpose of the committee shall be to consider individual cases not previously considered within the previous two (2) years, unless duties have changed significantly, and make recommendations as to whether these persons should be receiving the additional ten percent Responsibility Factor.

### 6.3 Health and Welfare Benefits

6.3.1 For bargaining unit members working a minimum of .8 FTE (full time equivalent), the County Superintendent shall provide a health and welfare benefit plan for eligible staff members and dependents outlined in Appendix D, 2018-2019 Health and Welfare Benefits (medical, dental, vision, and life).

6.3.1.1 For bargaining unit members with an effective hire date on or after July 1, 2006 and working a minimum of .5 FTE and up to .79 FTE, the County Superintendent shall pay a prorated share of the employer's contribution of the health and welfare benefit plan for eligible staff members and dependents. Prorated contributions will be paid based on the equivalent FTE of the eligible staff member.

6.3.2 Effective October 1, 2024 through September 30, 2025, for eligible Unit members, the County Superintendent of Schools shall contribute an amount comparable to fifty percent (50%) of the increased cost to the high HMO medical plan and fifty percent (50%) of the increase in dental, vision and life for 24-25 health and welfare benefits (medical, dental, vision and life) outlined in Appendix D. It will be the bargaining member's responsibility to pay for any additional cost to health benefits. The balance of the increased cost of benefits will be paid by the employees via an employee payroll deduction.

6.3.3 Absent a negotiated agreement on health benefits by September 30, 2023, and should there be an increase in the cost of health and welfare benefits for 2024/25, the Santa Cruz County Office of Education will increase its contribution 50% of the increased cost of the benefits. The balance of the increased cost of benefits will be paid by the employees via an employee payroll deduction.

6.3.4 For 2011-2012, the redistribution of the Health JPA reserve funding, estimated at \$193,000 or \$624 per eligible full time employee, will be retained by the employer. In lieu of an employee stipend and future JPA redistribution, the County Superintendent of Schools will provide a one-time health augmentation of \$1000 for all active employees as of July 1, 2011 working a minimum of .75 FTE (Full Time Equivalent). Association members providing active service below the .75 FTE will receive a prorated amount as an augmentation.

6.3.5 The Association agrees to relinquish all claims and rights to negotiate for any future redistribution of the dental reserve currently administered through the Santa Cruz County Health Insurance Group JPA. As a *quid pro quo* the Superintendent agrees to provide each eligible Association member with a one-time health augmentation of \$1000 plus an additional one-time augmentation equal to two percent (2%) of the eligible employee's base salary.

Eligibility to be defined as active employees as of July 1, 2012 working a minimum of .75 FTE (Full Time Equivalent). Association members providing active service below the .75 FTE will receive a prorated amount as an augmentation.

- 6.3.6 Unit members have an option to enroll domestic partners in the health and welfare benefit plans. Members electing this option must follow all the procedures and eligibility requirements as outlined by the Self Insured Schools of California (SISC).
- 6.3.7 A Health and Welfare Advisory committee shall be activated as needed to review cost containment proposals relating to health and welfare benefits and to provide advice to the Superintendent. These committee members will be selected by the Superintendent and three members selected by the Santa Cruz County Education Association. A chairperson shall be appointed by the Superintendent who shall be responsible to convene meetings at least annually, or as appropriate, to disseminate and discuss pertinent information.
- 6.3.8 The County Office of Education will pay the employer's contribution for Medicare coverage for participating employees hired before April 1986. The employee's contribution will be paid by the participating employees and will be deducted from participating employees' pay warrants. Payment and deductions will be retroactive to July 1, 1990, and will begin when the County Office of Education is notified that its request for coverage is approved.

Medicare coverage payments for employees hired after March 1986 will continue as is.
- 6.3.9 The County Superintendent of Schools will implement the Flexible Benefit Plan under I.R.S. Section 125 for those employees electing to participate.
- 6.3.10 Beginning in the 2005-2006 fiscal year, as a priority in total compensation provided, the employer will deposit the equivalent of point seven five percent (0.75%) of base salary in the certificated retiree benefit account to fund the future cost of certificated retiree health benefits. In the 2006-2007 and 2007-2008 fiscal years, as a priority in total compensation provided, the employer will deposit an additional point seven nine percent (0.79%) of base certificated salary for each of the two fiscal years in the certificated retirement benefit account to fund future cost of certificated retiree health benefits.

#### 6.4 Professional Growth

The County Superintendent and the Santa Cruz County Education Association encourage professional growth both through formal course work at an accredited college or university or through such activities as college and adult education courses, institute learning programs, conference and workshops, approved and accredited on-line and distance learning, holding an elective office in related organizations, County Office of Education sponsored classes, educational travel, professional writing, committee work, and other professional activities.

The Professional Growth Committee shall be composed of two Association members represented by one member each from the Special Education and Alternative Education departments and one administrator from the Human Resources department and the superintendent's designee for a total of four members.

The Association shall select its representatives to the Professional Growth Committee by October 1 of each year.

##### 6.4.1 Requirements for Step Advancement on Salary Schedule

- 6.4.1.1 Bargaining unit members shall receive an increment step advancement for each year of experience, serving a minimum of 75% of a school year.
- 6.4.1.2 If an employee receives a final summary rating of a "needs to improve" or "unsatisfactory" on an evaluation, the increment step is withheld until all growth objectives have been met. Once the growth objectives are met, then in the

subsequent year, movement toward an increment step will commence.

6.4.2 Obtaining prior Approval for Professional Growth and/or Professional Growth for Column Movement

- 6.4.2.1 Prior approval, utilizing the Request for Approval of Professional Growth for Salary Recognition Form, is required for all professional growth credit except for upper division and graduate university units or COE approved courses. Prior approval is recommended for upper division or graduate university units.
- 6.4.2.2 The Superintendent's designee will forward all Requests for Professional Growth or completed credit to the Professional Growth Committee which shall review the request, and if necessary, discuss any issues with the individual initiating the request, and prepare a written recommendation for further action and submit the recommendation to the Superintendent's designee.
- 6.4.2.3 The Superintendent's designee will review the Professional Growth Committee's recommendation and provide their recommendation. If the Superintendent's designee does not approve the recommendation, the individual seeking approval may request a review and consideration by the County Superintendent of Schools.

6.4.3 Obtaining Salary Recognition for Professional Growth

During April of each year, certificated personnel desiring salary recognition for professional growth shall submit through their program manager to the Superintendent's designee:

- 6.4.3.1 A listing of credits and/or units earned or anticipated to be earned during the current school year (September 1 through June 30); and
- 6.4.3.2 A statement as to whether the individual anticipates earning a sufficient number of credits and/or units during the period of July 1 through September 30 of the next school year to cause a change in the placement of the individual on the salary schedule.
- 6.4.3.3 Credits and/or units shall be allowed for advancement on the current year salary schedule if they are reported and verified in the office of the Superintendent's designee by the close of the workday preceding October 1 of each year. If not reported and verified by that date/time, salary recognition shall not be given until the following school year. Employees should complete a Request for Approval of Professional Growth Credit for Salary Recognition.
- 6.4.3.4 For salary recognition for college or university course work, it is the responsibility of the staff member submitting the request to supply course descriptions and other pertinent information relevant to the request for salary recognition. Prior approval from the Superintendent's designee is required for all lower division coursework. All coursework shall be related to the requirements of the current classroom or work assignment.
- 6.4.3.5 For salary recognition for professional growth other than college or university work, the staff member shall supply all pertinent data required to justify the request. Conference brochures or workshop flyers should be attached to the request form. Documentation will also be supplied by the employee for other qualifying activities. Fifteen (15) hours of approved activities will equal one (1) unit of semester credit. Credit will be approved in not less than five (5) hours (1/3) credit increments.

- 6.4.3.6 Of the units required for advancing from one column to another on the approved salary schedule, only ten (10) units for other than college or university work can be credited for professional growth.
- 6.4.3.7 Where university unit credit is offered and purchased by the staff member, if other expenses for attendance are paid for by the Santa Cruz County Office of Education, e.g., release time, registration, and lodging, staff members may submit requests for salary recognition as specified in sections 6.4.3.4, 6.4.3.5, and 6.4.2.

## ARTICLE 7

### HOURS OF EMPLOYMENT

- 7.1 The Santa Cruz County Office of Education recognizes the fact that unit members are professionals dedicated to fulfilling their responsibilities in the wide variance of programs offered by the Office and therefore it may not be possible for staff to adhere to a structured work schedule.
- 7.2 Work Year – The certificated staff shall be required to work 185 days per year, consisting of 180 student days, generally one (1) day for Orientation, one (1) day as a teacher work day, and three (3) staff development days. The date for the first day of student instruction and the last day of student instruction shall be negotiated within the constraints of district calendars.
- 7.2.1 Certificated staff, assigned to a school district site or campus, are required to provide service on the same instructional days as those adopted by the host school district. The requirement shall total 180 instructional days.
- 7.2.2 Certificated staff will submit and seek approval of their tentative work year calendar proposed for the school year. Submission of the proposed calendar will be accomplished by the end of the second week of school and provided to the program administrator for their approval.
- 7.2.2.1 If available, the Employer shall provide certificated staff members assigned to multiple sites district calendars on or before June 1.
- 7.2.3 All other certificated staff shall be assigned to the work year calendar adopted by the Santa Cruz County Office of Education.
- 7.2.4 Work-related modifications in the calendar may be made with approval of the program administrator. Bargaining unit members may seek modifications in their work calendar in order to participate in approved professional development activities as long as they work the days required in section 7.2 above. The placement of staff development days within the work calendar shall be negotiated.
- 7.3 Work Week - The regular workweek for all certificated staff shall not average more than a total of thirty-seven and one-half hours (37 1/2).
- 7.4 Work Day
- 7.4.1 The regular workday shall consist of seven and one-half (7 1/2) hours and shall include a duty free lunch of at least thirty (30) minutes.
- 7.4.2 In the event that it is unsafe to take a thirty (30) minute duty free lunch, the employee shall contact their immediate supervisor in order that arrangements may be made to ensure the lunch break.
- 7.4.3 The start of the workday for each employee shall be not less nor more than thirty (30) minutes prior to the arrival of students. The workday may be altered by mutual consent of the parties.
- 7.4.4 The starting time requirement may be altered at the sole discretion of the County Superintendent or their designee. Directors/administrators may authorize an earlier leaving time in individual cases of personal necessity or attendance at other school meetings or activities.
- 7.4.5 Except for an independent study assignment or a single-site assignment, a general education

staff member shall not be assigned more than three different subject preparations within the five period teaching day without the staff member's consent.

- 7.4.6 Upon director/administrator approval, classroom teachers may be required to participate in adjunct teaching activities that may necessitate their absence from the classroom for the following: District/COE IEP meetings and annual review meetings; observation of prospective students; parent conferences; program visitations; program planning meetings; in-service training; and/or a job-related conference.

- 7.5 Professional Duties: As part of the regular workday, employees may be required to perform additional professional duties. Such duties may include, but not be limited to, attendance at site meetings; collaborative meetings and general staff meetings; attendance at parent meetings, including home visits; student activities; site change preparation; and Individualized Education Program (IEP) meetings. Employees shall not be required to serve more than an average of ten (10) hours per month beyond their regular workday in carrying out these duties.

- 7.5.1 Overtime Defined In the event an employee is unable to complete their professional duties within the ten (10) hours per month beyond their regular work day, i.e., 150 hours per four (4) week total work time, the employee may request to work overtime from the immediate supervisor. The immediate supervisor shall respond to such request within five (5) work days.

7.5.2 Compensation for Overtime

- 7.5.2.1 All authorized overtime hours shall be compensated at a rate of pay equal to time and one-half the regular hourly rate of pay of the employee.

- 7.5.2.2 Compensatory time off may be allowed in lieu of cash payment if mutually agreed by both parties. Compensatory time off shall be at the rate of one and one-half times the regular rate and shall be taken within twelve (12) months following the pay period in which it was earned.

7.6 Extended Year for Special Education and Community Schools

- 7.6.1 Definition - Extended year shall be defined as additional days worked beyond the regular school year contract.

- 7.6.2 Salary - Salary will be based on each certificated employee's salary schedule placement in effect for the school year preceding the extended year. Salary will be prorated according to length of workday for each employee. However, no employee will be paid less than \$25.00 per hour.

7.6.3 Assignment

- 7.6.3.1 The length of day, number of days and starting and ending dates of extended year will be negotiated Ad Hoc with Association representatives prior to May 1 preceding Extended Year. The Santa Cruz County Office of Education will announce available Extended Year positions no later than May 15<sup>th</sup>.

- 7.6.3.2 Priority for Extended Year assignments will be based on:

- (1) first - current assignment
- (2) second - seniority (date of hire)
- (3) third - Appendix C

## ARTICLE 8

### CERTIFICATED PERSONNEL EVALUATION (See *Certificated Evaluation Program Handbook*)

- 8.1 The County Superintendent of Schools and the Association understand that the purpose of personnel evaluations is to enhance staff development so as to maintain and improve the quality of education provided by the Department.

The County Superintendent accepts the responsibility to create a favorable climate for each certificated staff member in order that program goals and objectives stated for each of the programs and functions conducted by the Santa Cruz County Office of Education might be more fully realized. Defining the extent to which such goals and objectives are being met is the reason for the continuing, constructive and cooperative experience of program and staff evaluation.

- 8.2 The County Superintendent and the Association agree that a successful evaluation program requires mutual respect and confidence between the evaluator and the person evaluated.

The outcome of the evaluation process is the continuing assessment of the stated program goals and objectives and the development of ways to assist certificated staff members to apply their professional competencies to achieve desired program effectiveness.

- 8.3 The Superintendent recognizes their responsibility to provide the financial and personnel resources to conduct evaluation activities.

8.4 Evaluator(s)

An evaluation team will include the staff member to be evaluated and their evaluator. The County Superintendent will identify the evaluator. The evaluatee may ask that a certificated colleague also be a member of the team.

If the evaluator and the evaluatee are unable to agree on the selection of that colleague, the evaluator will appoint the third member, or at the staff member's option, the evaluation will proceed with the two-member team.

8.5 Evaluatee(s)

Members of the unit in probationary or temporary status shall be evaluated at least each school year. Members of the unit in permanent status shall be evaluated at least once every two years with the exception of those permanent staff meeting the requirements of Ed Code 44664, allowing for evaluation every five (5) years. Certificated staff qualifying for the five-year evaluation cycle must: 1) be permanent, 2) meet NCLB/HQT requirements (if applicable), 3) have ten (10) years of service in the County Office of Education, 4) have their most previous evaluation rated as meeting or exceeding standards, and 5) have agreement between themselves and their evaluator on the five-year cycle.

Prior to October 1, each evaluatee shall be given a copy of the Santa Cruz County Office of Education Certificated Evaluation Handbook that has been approved by the Evaluation Committee and negotiations teams. The handbook will outline the evaluation procedures and timeline as adopted in this agreement.

8.6 Goals and Objectives

8.6.1 Time Limits

At a time mutually agreed upon by the evaluator and evaluatee prior to November 15 of an



evaluation year, each staff member shall meet with the evaluator responsible for the evaluation. The evaluatee will be given a copy of the evaluation instrument and their job description. Any new staff member or staff member transferred or reassigned to a new site/program and any staff member returning from an approved leave of absence after the beginning of the regular work year shall meet with their evaluator within eight weeks of their first working day.

Upon hiring, each staff member will be given a current copy of their job description, which shall form, in part, the basis of their evaluation.

#### 8.6.2 Developing Objectives

At the time of their meeting, the evaluator and the evaluatee shall develop, in writing on forms provided, objectives and standards of the performance for instructional and non-instructional staff members and the ways in which data about these objectives shall be collected. Data shall be collected to assess staff member competency as reasonably relates to:

- 8.6.2.1 Learner growth and development as stated in the instructional goals and objectives;
- 8.6.2.2 Success in meeting management objectives as stated in the job description and program descriptions;
- 8.6.2.3 Instructional techniques and strategies used by staff member;
- 8.6.2.4 Adherence to curricular objectives;
- 8.6.2.5 Establishment, maintenance and successful management of a safe and suitable instructional environment, including reasonable efforts to identify and use safe work practices within the scope of the employee's responsibility and control;
- 8.6.2.6 Productive relationships with students, co-workers, parents and the community; and
- 8.6.2.7 Professional growth.

#### 8.6.3 Mitigating Circumstances

Each staff member shall have the right to identify any constraints that the staff member believes may inhibit their ability to meet objectives and standards. These shall be identified in advance and noted in the goals and objectives.

#### 8.6.4 Disagreements

Should there be a failure to reach mutual agreement on objectives, the parties shall attempt to mutually agree on a third party, who is to resolve the dispute. Should the two parties fail to agree on a third party, then an appeal shall be made to the evaluator's supervisor, who is to resolve the dispute.

#### 8.6.5 Review

Provisions for periodic review and modification of objectives shall be determined mutually by the evaluator and evaluatee. If a mutual agreement cannot be reached, the disagreement shall be adjudicated as in 8.6.4 above.

The staff member may add a written statement to the goals and objectives describing any mitigating circumstances identified after goals were initially developed.

## 8.7 Methods of Assessment (*See Certificated Evaluation Program Handbook*)

The evaluator may utilize, but is not limited to, the following methods of assessing performance:

- 8.7.1 Personal observations and conferences both formal and informal;
- 8.7.2 Review of pupil records;
- 8.7.3 Self-assessment by the staff member, Portfolios, Partner Performance Review;
- 8.7.4 Other appropriate pertinent data, personal judgments and information which relate to the identified objectives and standards.

## 8.8 Observations

### 8.8.1 Formal

When a formal observational visitation is used to obtain evaluation data on objectives, it shall be conducted in the following manner. Prior to the formal observational visitation, the evaluator shall meet with the evaluatee to determine:

- 8.8.1.1 The date and time of the visitation;
- 8.8.1.2 The specific activities that shall be observed;
- 8.8.1.3 The techniques that shall be used to relate the activities to the achievement of the staff member's objectives.

Within ten (10) workdays following a formal observational visitation, the evaluator shall complete a written report of the observation and shall meet with the evaluatee to discuss the observation. The written report shall include reference to the items listed in 8.6.2 above. The staff member shall be given a copy of the written report.

Any staff member who receives a written report identifying unsatisfactory performance shall be entitled to follow-up subsequent observations, conferences and written reports.

No fewer than two formal observations of at least 30 minutes each will be made during an evaluation cycle.

Formal observations shall be held no later than the end of the first full week in December and the end of the second full week in March.

All staff members will sign on the final page of their evaluation that they have received a copy.

### 8.8.2 Informal

- 8.8.2.1 The evaluator may use unscheduled and informal site visits and observations as an additional evaluation tool.
- 8.8.2.2 The evaluator may include observations noted in informal visitations in the summary evaluation.

- 8.8.2.3 Any concerns observed and noted informally, and anticipated to be included in the evaluation summary must be discussed with the staff member within ten working days. If the evaluator made any notes or written record of the informal observation, the staff member shall be given a copy no later than ten working days or at the next formal appraisal conference, whichever comes first.

## 8.9 Formal Evaluation Summary Meeting

### 8.9.1 Time

The final evaluation summary meeting shall be held no later than May 1.

### 8.9.2 Manner

The formal evaluation should be conducted in the following manner:

- 8.9.2.1 The evaluator shall establish a time to meet with the staff members.
- 8.9.2.2 The evaluator shall prepare the Certificated Employee Evaluation Summary for the staff member and will provide the staff member a copy at the meeting.
- 8.9.2.3 The staff member shall be encouraged to present their own independent appraisal for discussion and review in the formal evaluation.
- 8.9.2.4 The staff member will sign the report; however, signature only indicates reception, not necessarily agreement, with the evaluation. Within 15 working days, the staff member may attach a written rebuttal to the formal Evaluation if they desire.

## 8.10 Unsatisfactory Performance

If, prior to or upon completion of an evaluation, an employee's performance is deemed unsatisfactory, the employee will receive written notice of the unsatisfactory performance. The written notice shall include:

- 8.10.1 A written description of the performance deemed unsatisfactory.
- 8.10.2 Specific recommendations on how to improve.
- 8.10.3 Other assistance as appropriate and reasonable.

Any notice of unsatisfactory performance may include the requirement that the staff member shall, as deemed necessary by the evaluator, participate in a program designed to improve appropriate areas of the employee's performance. The duration of the program will be established by the evaluator in consultation with the evaluatee. The cost of this program will be covered by the County Superintendent's Office.

Participation in a recommended program extending past the employee's normal working day or involving attendance on weekends or holidays shall not be required but may be recommended. Refusal of an employee to comply with such recommendations shall not be used as indication of further performance deficiency.

When a permanent staff member has received an unsatisfactory evaluation, they shall be evaluated at least annually until a satisfactory evaluation is received or is no longer employed by the County Office of Education.

8.11 Development of Forms

Evaluation forms are developed by the Santa Cruz County Office of Education. The Office is obligated to review periodically, and revise as necessary, the evaluation instrument. The Office shall consult with the Association regarding the forms prior to implementation. Each employee will be provided a copy of the Certificated Evaluation Program Handbook.

8.12 Copies of the staff member's evaluation shall go to the person evaluated and to the staff member's personnel file. The evaluator may retain a copy of the evaluation.

8.13 Evaluation Timeline

*8.13.1	Staff member and evaluator(s) complete CERTIFICATED EMPLOYEE EVALUATION AGREEMENT	No later than November 15
*8.13.2	Evaluator(s) completes first formal observation	No later than end of first full week of December
8.13.3	Evaluation team completes first formal appraisal session to discuss written report of observation	Within 10 workdays of date of observation
*8.13.4	Evaluator(s) completes second formal	No later than end observation of second full week of March
8.13.5	Evaluation team completes second formal appraisal to discuss written report of observation	Within 10 workdays of date of observation
*8.13.6	Evaluator(s) completes CERTIFICATED EMPLOYEE EVALUATION SUMMARY and holds meeting to discuss SUMMARY with staff member	No later than May 1

\*These dates shall be noted on the appropriate SCCOE department calendars.

## ARTICLE 9

### PERSONNEL FILES

- 9.1 Materials, which may serve as a basis for affecting an employee's status shall be in the individual's personnel file and will be available for inspection by the employee except that such material shall not include ratings, reports, or records that were:
  - 9.1.1 Obtained prior to the employment of the employee;
  - 9.1.2 Prepared by identifiable examination committee members;
  - 9.1.3 Obtained in connection with a promotional examination.
- 9.2 The employee shall have the right to inspect such material in the personnel file, except that listed above, upon request by appointment, providing such request and the review to occur during periods other than scheduled contact time with students.
- 9.3 If information to be filed in an employee's personnel file is derogatory, the employee shall be notified within five (5) days before the filing and permitted to review the information and make written comment thereon. Such review may take place during the employee's working hours without loss of pay.
- 9.4 In the event that the employee exercises the option to make further written comment concerning the material proposed to be included in the file, the original documents shall be clearly marked "SEE ATTACHED COMMENT". The failure to comply with the requirement of this paragraph will not abrogate the right of the County Superintendent to take action affecting an employee's status.

## ARTICLE 10

### LEAVES

#### 10.1 Sick Leave

- 10.1.1 Certificated personnel are allowed one (1) day per month sick leave annually, (10 months - 10 days, 12 months - 12 days). There is no limit to the number of sick leave days that may be accumulated. If a certificated person is employed late or on a part-time basis, the days are prorated.
- 10.1.2 An employee will receive full pay for those days of absence covered by accumulated sick leave. Except in cases of emergency, all employees shall give notice of the impending absence to their site supervisor, or the appropriate secretary, during the working day preceding the absence.
- 10.1.3 The employees must arrange for substitutes by contacting the substitute system and providing an anticipated duration and reason for the absence.
- 10.1.4 A sick leave day once commenced may not be reinstated as a working day.
- 10.1.5 No payment for sick leave shall be made until submission by the employee of the time sheet, signed by the employee and principal or immediate supervisor.
- 10.1.6 Upon advance notice to County Superintendent or their representative, a physician's written verification of the reason for absence due to illness or accident may be required prior to payment.
- 10.1.7 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 10.1.8 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected from a panel of doctors formed by the Superintendent in consultation with the Association, and any cost of such examination not covered by the existing health insurance plan shall be borne by the employee who shall be reimbursed by the County Superintendent upon presentation of the paid bill. The employee shall authorize the release of the results of the examination to the County Superintendent.
- 10.1.9 Any regular certificated employee who accepts a position requiring certification qualifications with the County Superintendent will be authorized to transfer all accumulated unused sick leave credit from the following California public entities: another school district; a County Superintendent of Schools; the State Department of Education; the office of the Chancellor of the California Community Colleges; or the Commission for Teacher Preparation and Licensing. Such prior employment must have been in excess of one (1) year.
- 10.1.10 To be eligible to transfer such leave, service with the County Superintendent must commence during the second year of employment with one of the above entities, or thereafter, while still so employed. Additionally, an employee will remain eligible to transfer such leave, if in the school year succeeding the termination of employment with one of the above entities, the employee either signifies acceptance of a position or commences employment with the County Superintendent.
- 10.1.11 When employment with the County Superintendent is severed, there will be no cash reimbursement for unused accumulated sick leave. If transferring to another public entity

the County Superintendent will forward a report upon request of the employee. In the event that more sick leave is used than earned, the unearned portion will be deducted from the final warrant.

## 10.2 Extended Disability Leave

- 10.2.1 If a member of the unit is absent from duty on account of illness or accident, whether or not the absence arises out of or in the course of employment, after all current sick leave is exhausted, for a period of five (5) school months or less, the employee shall receive the difference between their pay and the amount paid the substitute to fill the employee's position, or if, after every reasonable effort, no substitute is employed, the established amount that would have been paid had a substitute been employed. During this five (5) school month period, an absent employee may exhaust any unused, accumulated sick leave so as to continue to receive full compensation.
- 10.2.2 For the purpose of this leave, the five (5) school month period shall not commence until following exhaustion of the unused portion of the current year's sick leave provided in paragraph 10.1 above.
- 10.2.3 This leave requires monthly certification by the employee's physician, on a form provided by the County Superintendent, that the employee is physically or mentally disabled and unable to perform their duties.
- 10.2.4 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of an employee who has been absent from duty due to illness or accident.
- 10.2.5 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the Superintendent, in consultation with the Association, and any cost for such examination not covered by the existing health insurance plan shall be borne by the employee who shall be reimbursed by the County Superintendent upon presentation of the paid bill. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.

## 10.3 Maternity Disability Leave

- 10.3.1 This leave commences with the onset of disability due to pregnancy. The employee may claim sick leave pay and extended disability pay for no more than that limited period of time when the employee's physician or licensed mid-wife certifies, in writing, on the form provided by the County Superintendent, that the employee was actually physically disabled from performing their duties because of pregnancy, miscarriage, childbirth, recovery there from. In any event, this leave will not exceed those periods provided by paragraphs 10.1 or 10.2, above.
- 10.3.2 At least four (4) months prior to the expected birth of the child, the employee shall submit to the County Superintendent, a physician's or licensed mid-wife's statement noting the expected date of birth. An employee may continue to work until the onset of physical disability as verified in writing by the employee's physician or licensed mid-wife on a form provided by the County Superintendent.

## 10.4 Personal Necessity Leave

- 10.4.1 Certificated employees are allowed seven (7) days each school year for personal necessity leave. Such leave will be deducted from accrued sick leave. The days allowed may not exceed the number of days of illness or injury leave provided under paragraph 10.1 above,

to which the employee is entitled.

- 10.4.2 Personal necessity shall not be available for the purpose of personal convenience or for activities which could take place outside of regular work day including absences for vacation, recreation, seeking employment, shopping, traveling and similar activities not of an emergency nature.
- 10.4.3 Whenever possible, unit members shall give three (3) working days advance notice before taking a personal necessity leave day.

#### 10.5 Personal Business Leave

- 10.5.1 Certificated employees are permitted a maximum of two (2) days of Personal Necessity Leave each school year to conduct personal business. Such leave will be deducted from accrued sick leave and the number of personal necessity days outlined in 10.4.1 of this Agreement.
- 10.5.2 Personal business leave shall not be available for the purpose of personal convenience or for activities which could take place outside of regular work day including absences for vacation, recreation, seeking employment, shopping, traveling and similar activities not of an emergency nature.
- 10.5.3 The certificated employee will provide a minimum five (5) days written notice, if possible, to their supervising administrator of their intent to utilize this leave.
- 10.5.4 Prior to utilizing personal business leave; all certificated employees must make an effort to secure a substitute, if required, to cover their regularly assigned duties.

#### 10.6 Industrial Accident or Industrial Illness Leave

Industrial accident or industrial illness leave is granted to an individual as a result of a job connected accident or illness and is in addition to regularly accrued sick leave.

- 10.6.1 Allowable leave with pay shall not exceed sixty (60) working days in any one fiscal year for the same accident or illness.
- 10.6.2 Allowable industrial accident or industrial illness leave shall not be accumulative from year to year.
- 10.6.3 This leave will commence on the first day of absence.
- 10.6.4 Payment for wages lost on any day, when added to an award granted the employee under the Worker's Compensation laws of this State, shall not exceed the employee's actual wage if they were on the job.
- 10.6.5 This leave will be reduced by one day for each day of authorized absence regardless of a compensation award made under Worker's Compensation.
- 10.6.6 When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury occurred, for the same illness or injury.
- 10.6.7 Entitlement to this leave will be based upon finding that the disability has been due to industrial accident or illness. In case the findings do classify a claim as a disability case, regular sick leave will not be deducted for absence due to the industrial accident or illness



until this leave, if granted, has been exhausted.

## 10.7 Bereavement Leave

- 10.7.1 An employee is entitled to a leave of absence, with full pay, not to exceed five (5) days, in the event of the death of a spouse or significant other of an employee. In the event of a death of a member of the immediate family, other than the spouse or significant other, an employee is entitled to a leave of absence of three (3) days with full pay and may take two additional days utilizing available paid leave balances or five (5) days with full pay when travel beyond a two hundred fifty (250) mile radius is necessary in connection with the bereavement leave.
- 10.7.2 Immediate family, as used in this paragraph, means the mother, father grandmother, grandfather, or the grandchild of the employee or of the employee's spouse, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.
- 10.7.3 "Significant Other" shall mean a person (of either sex) who [a] resides with and shares the common necessities of life with the employee; [b] is not married to anyone; [c] is not related by blood to the employee closer than would bar marriage in the State of California; [d] is mentally competent to consent to a contract; and [e] signs a declaration that they are the employee's sole significant other, meets all other requirements set forth above, and agrees to notify the SCCOE if there is a change in circumstances attested to.
- 10.7.4 In order for an employee to change the designation of their significant other, at least six (6) months must have passed since they have filed a statement of termination of the previous significant other relationship.

## 10.8 Reproductive Loss Leave

- 10.8.1 In the event that a unit member, or a unit member's spouse or significant other, experiences a reproductive loss event, the unit member will be entitled to take up to five (5) days of Reproductive Loss Leave. A reproductive loss event is defined as a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. If a unit member experiences more than one reproductive loss event within a twelve (12) month period, the total amount of leave taken can be no longer than twenty (20) days. Unit members are eligible for this type of leave after thirty (30) days of employment. The leave must be taken within three (3) months of the event and may be taken on nonconsecutive days. Unit members may use available paid leave balances.

## 10.9 Jury Duty/Subpoenaed Witness Leave

- 10.9.1 A leave with pay shall be granted to employees called for jury duty in the manner provided by law.
- 10.9.2 An employee who receives a jury summons shall submit a copy of the summons to their supervisor.
- 10.9.3 At the conclusion of jury duty, the employee shall submit a statement from the Jury Commissioner's Office specifying the dates and times served by the employee. This shall be attached to the Leave of Absence Report.
- 10.9.4 Payment shall be made to the County Superintendent in the amount of the statutory fees that the employee has received for attendance as a juror, excluding the statutory mileage fees.

#### 10.10 Sabbatical Leave

This leave is granted in accordance with County Board Policy 4152.1 Sabbatical Leave, as attached hereto. (Appendix B).

#### 10.11 Uncompensated Leave

10.11.1 The County Superintendent may grant any member of the unit who has gained permanent status an unpaid leave of absence for a period not in excess of one school year.

10.11.2 The employee shall request such leave as soon as is practical but at least thirty (30) days prior to the date on which the leave is to begin. Such a request shall be in writing and shall include a statement as to the purpose of the leave and the dates the employee wishes to begin and end the leave. It is expressly understood that leaves commencing at the beginning of a school year, may be scheduled to end on, or around, the middle of the service year.

10.11.3 The duration of such leave shall consist of no more than twelve (12) consecutive months and shall automatically terminate on June 30 of the school year in which the leave is granted. An employee on this leave shall notify the County Superintendent prior to February 15, of the year during which the leave is being taken that the employee will return to duty the ensuing school year. Failure to comply with this requirement will constitute a resignation on the part of the employee effective at the close of the school year in which the employee is on leave.

10.11.4 There shall not be a diminution of employment status for those granted this leave except that while on this leave status, no person shall be entitled to compensation, including health benefits, neither shall they earn credit for a service year nor step increment on the certificated salary schedule.

#### 10.12 Catastrophic Sick Leave

See Appendix E for an explanation of the Catastrophic Leave Bank including definition, eligibility, required contributions, withdrawals and administration.

#### 10.13 Family Leave

10.13.1 Employees who qualify are entitled to use Family Medical Leave Act (FMLA) leave/California Family Rights Act (CFRA) leave for a maximum of twelve (12) weeks during a twelve (12) month period for the birth or adoption of a child, for the employee's own disability, or to care for a parent, spouse, or child with a serious health condition. ("Child" means biological, adopted or foster child, stepchild, a legal ward or a child of a person standing in "loco parentis" for an adult dependent child. "Parent" means a biological, foster, adoptive, stepparent, legal guardian or other person who stood in "loco parentis" to the employee when the employee was a child.)

10.13.2 FMLA leave will be available for qualifying employees to care for a family member who is an injured service member and is undergoing medical treatment, recuperation, or therapy, is an outpatient of a military medical facility or care unit, for a serious injury or illness incurred in the line of duty during active duty. The qualifying employee may be the spouse, son, daughter, parent or next of kin of the service member of the Armed Forces, National Guard or Reserves. This leave is for as much as twenty-six (26) weeks during a twelve (12) month period.

10.13.3 FMLA leave will be available for qualifying employees who are family members of active-duty National Guard and Reserves members for any qualifying exigency arising out of the

fact that the family member is on active duty or called to active duty status in support of a contingency operation. This twelve (12) week leave in a twelve (12) month period may be taken for qualifying exigencies which include: Short- notice deployment; military events and related activities; childcare and school activities; financial and legal arrangements; counseling; rest and recuperation; post-deployment activities; and additional activities not encompassed in other categories but agreed to by both the County Superintendent and/or designee and the employee.

- 10.13.4 To qualify, a certificated employee must have rendered one year of continuous service and have worked a minimum of 1250 hours in the twelve months immediately preceding the requested leave. For eligibility purposes, full-time ten (10) and eleven (11) month employees are deemed to meet the 1250 hour test
- 10.13.5 Granting of this leave allows the qualified employee to return to the same or an equivalent position as the one held at the start of the leave, and to maintain health insurance under the County Office of Education's policy during twelve weeks unpaid leave as long as the employee pays the employee's portion of the cost.
- 10.13.6 CFRA and/or FMLA leave taken for the birth, adoption, or foster care placement of a child must be completed within one year of the qualifying event. If both parents are eligible for CFRA leave and both are employed by the District, the leave will be limited to twelve (12) weeks between the two parents.
- 10.13.7 Employees are required to give thirty (30) days' notice in advance of the need to take this leave when the need is known in advance. When the need for leave is unforeseen, the employee must provide as much notice as is practicable.
- 10.13.8 CFRA and FMLA leave shall run concurrently, not consecutively.
- 10.13.9 CFRA and/or FMLA leave may be taken intermittently for medical treatment of the employee or employee's child, spouse, or parent. The employee must make a reasonable effort to schedule the treatment to avoid undue disruption to the County Office of Education's operations.

#### 10.14 CFRA Maternity/Paternity Leave

- 10.14.1 As per CA Education Code section 44977.5, certificated employees are entitled to use up to twelve (12) weeks of sick leave for maternity or paternity leave under the California Family Rights Act (CFRA) as provided in Section 10.13 Family Leave.
- 10.14.2 After all available leave is exhausted, including all accumulated sick leave, eligible unit members are entitled to use extended disability or "differential leave" as described in Section 10.2 Extended Disability Leave for the remainder of the twelve (12) weeks.
- 10.14.3 Unit members eligible for CFRA leave may take up to twelve (12) work weeks leave, but if the member has previously exhausted sick leave and differential leave for Pregnancy Disability Leave (PDL) related to the same pregnancy or childbirth, the 12 work weeks or remaining leave will be unpaid. Health benefit coverage will continue during CFRA leave if the employee continues to pay the employee contribution on the set time line set forth by the Payroll/Benefit Department.
- 10.14.4 Pursuant to CA Education Code 44977.5, an eligible unit member will only be provided one twelve (12) work week period per maternity or paternity in which differential leave may be used. If the school year ends before this twelve (12) week period is exhausted, the employee

may take the balance of the twelve (12) work weeks in the subsequent school year if the employee chooses to continue maternity or paternity leave.

10.14.5 A unit member's twelve (12) work weeks of maternity or paternity leave under CFRA shall run concurrently with a unit member's entitlement to take the same leave under the Family Medical Leave Act (FMLA).

10.15 General Provision

Provisions of Sick Leave, Extended Disability Leave, Maternity Disability, Personal Necessity, Industrial Accident or Industrial Illness Leave, Bereavement Leave, Personal Business and Jury Duty/Subpoenaed Witness leaves shall not be construed to apply to any employee during any period when the employee would normally not be performing services for the County Superintendent.

10.16 COVID-19 Supplemental Paid Sick Leave

Emergency Paid Sick Leave under the federal Families First Coronavirus Response Act has expired. Through Senate Bill 95, enacting Labor Code Section 248.2, California has adopted new supplemental paid sick leave provisions of Section 248.2, unit members may utilize up to 80 hours of paid leave for any of the reasons authorized in the law, including but not limited to: completing a mandatory quarantine or isolation period; self-quarantine upon recommendation of a healthcare provider; experiencing symptoms of COVID-19 on the premises; attending an appointment to receive a COVID-19 vaccination; or, experiencing symptoms from a COVID-19 vaccination that prevents the unit member from working.

## ARTICLE 11

### EMPLOYEE ASSIGNMENT AND TRANSFER

- 11.1 A Vacancy is any unfilled certificated position, including Head Teacher assignments. It means a position in which the employee is qualified to serve and which, is not filled by a permanent or probationary employee. It does not include a position temporarily vacated by a permanent or probationary employee, nor shall it be considered as a specific assignment within the position classification.
- 11.1.1 The Human Resources Office shall post all vacancies on the County Office of Education Website and the bulletin board at the main office of the County Superintendent. The HR Office will also give notice of vacancies to staff members by sending written notice to each certificated mailbox and by posting in the COE weekly staff bulletin.
- 11.1.2 If the vacancy occurs during a period other than the normal teaching year, employees may request that the Human Resources office mail notices to them of any such vacancy. The request must be written and accompanied with a stamped, self-addressed envelope.
- 11.1.3 No vacancy will be filled, by other than a qualified substitute, until the closing date for applications indicated on the notice has passed. All applicants for the position shall be informed in writing of the outcome of their application within ten (10) working days of the date when verification is received in writing by the Human Resources Office that the applicant offered the position has accepted the position so offered. If the determination is made not to fill the vacant position, applicants will also be so advised.
- 11.1.4 By January 15 of each year, the Human Resources Office shall survey current certificated employees to determine whether such staff members intend to return to the employ of the County Office of Education for the next school year. The survey shall provide an opportunity for staff members to indicate an assignment preference for the following year.
- 11.1.5 By February 10, staff members who wish to have their assignment preferences considered must return the survey to the Human Resources Office. This response will be the basis of a Vacancy and New Assignment Request List for the following year. The Human Resources Office will distribute the Vacancy and New Assignment Request List to department managers.
- 11.1.6 Certificated employees who have requested reassignment for the following year will receive notification from the Human Resources Office that such a request has been received and will be given full consideration in accordance with the basic assignment/transfer policy. Such notification will be provided to the employee within fifteen (15) working days of receipt of the request by the Human Resources Office. Each staff member applying for a vacancy shall be given an opportunity to be interviewed. The interview and the standards for assignment (and transfer) set forth in 11.2.1 below will be the basis for recommendation to fill the vacancy.
- 11.2 Assignment is the annual written notice of placement of a certificated employee in a specific program. An attempt will be made to notify employees of their specific school site as soon as possible. Standards for assignment (and transfer) have been negotiated with the Association and agreed upon. These standards, listed below, will be used in making assignments (or transfers).
- 11.2.1 In making assignments, it shall be the policy of the County Superintendent to assign personnel so that the needs of the child are best met.

- 11.2.1.1 An attempt will be made to match student instructional needs with the interest and commitment of certificated personnel in providing the required services for a particular assignment.
- 11.2.1.2 Staff members must possess the appropriate California license or credential authorizing service in the assignment.
- 11.2.1.3 Unique and/or special talents, skills and experience(s) and/or advanced or related degrees, training or course work may be required for a specific assignment.
- 11.2.1.4 Past and current evaluation, if current evaluation has been completed, appraisals, letters of recommendations, complaints and responses to complaints and incident reports as indications of professional ability, attitude, and competency are to be considered.
- 11.2.1.5 Length of past experience, related experience in the assignment, and seniority will be considered.
- 11.2.1.6 Impact on the continuity, cohesiveness, and stability of the program as it exists within a specific community will be considered.
- 11.2.2 Notice of assignment for classroom teachers will be made no later than twenty (20) days prior to the commencement of the teaching year. The notice shall further specify any special requirements of the placement. Staff members whose annual assignment is unlikely to be changed for the following school year shall be notified as soon as possible.  
  
Designated Instruction staff/Itinerant staff shall provide input to the appropriate department Director regarding their assignment within the ten (10) days after commencement of the teaching year but no later than the first Job Alike meeting of the teaching year. A designated program(s) will be identified for Designated Instruction Services (DIS) and Itinerant staff within ten (10) days after commencement of the teaching year.
- 11.2.3 At any time within twenty (20) working days following commencement of the student year, assignments may be altered due to unanticipated enrollment patterns.
  - 11.2.3.1 Written notice shall be given to the employee to affect such a change and will specify the reasons for the change.
  - 11.2.3.2 If there is a reassignment, a maximum of five (5) workdays will be allowed for the purpose of preparation prior to the commencement of the new assignment. The staff member and appropriate administrator may agree to a shorter preparation period.
- 11.2.4 Thereafter, a current year assignment may only be terminated for the good of the educational program as determined by the County Superintendent. In such an event, the commencement of duties at a new assignment, which is not agreed to by the concerned employee, shall be subject to the provisions of Paragraph 11.3, below.
- 11.3 Transfer is any change in the annual assignment of a certificated employee, which has been made pursuant to 11.2, above.
  - 11.3.1 Voluntary Transfer is a change in the final annual assignment within the current teaching year initiated by the employee.
    - 11.3.1.1 Requests for transfers specifying the effective dates for which transfer is

requested are to be submitted in writing directly to the appropriate division Assistant Superintendent, or the appropriate department Director. It shall specify one of the following:

11.3.1.1.1 The requested transfer is to fill a currently posted vacancy;

11.3.1.1.2 The employee is submitting a request for transfer whether or not a vacancy exists.

11.3.1.2 The request shall be acknowledged by the appropriate division Assistant Superintendent, within fifteen (15) working days of receipt of the request. The certificated employee may obtain information as to the status of the request by contacting the office of the appropriate division Assistant Superintendent, or the appropriate department Director.

11.3.1.3 An employee offered a transfer requested by that employee will accept the new placement. The request for transfer may be withdrawn if done prior to the offering of a new placement.

11.3.2 Involuntary Transfer is a change in annual assignment within the current teaching year directed by the appropriate division Assistant Superintendent, or the appropriate department Director, with the approval of the County Superintendent.

11.3.2.1 The general policy of the County Superintendent shall be to limit the involuntary transfer of staff members.

11.3.2.2 Unless circumstances exist that potentially endanger the welfare of students and require the immediate removal of the employee from their current assignment, the appropriate division Assistant Superintendent, or the appropriate department director, must seek volunteers prior to making an involuntary transfer.

11.3.2.3 Except for 11.3.2.2 above the only factors for an involuntary change in assignment shall be:

11.3.2.3.1 Fluctuation in the number of students causing an increase/decrease in staff;

11.3.2.3.2 Change in class size requirements;

11.3.2.3.3 To facilitate a change in location of the program to another site;

11.3.2.3.4 To improve the educational program being offered to the students, the administrator must specify how a specific change will be expected to aid the improvement of an educational program and shall notify the unit member of this in writing.

11.3.2.3.5 An attempt to improve the teacher's effectiveness, as evidenced during the course of the school year or during the formal evaluation of the staff member. In addition, the evaluator must specify how a specific change will be expected to aid the improvement of the unit member's performance and shall notify the unit member of this in writing.

11.3.2.3.6 If a decrease in the number of pupils or the elimination of program(s) and/or funding occurs, administration will seek input from unit members prior to making an involuntary transfer.

11.3.2.3.7 Other issues that may relate to the policy regarding assignments as set forth in 11.2.1 above.

- 11.3.2.4 If an involuntary transfer is made terminating a current assignment, a maximum of five (5) days following written notification will be allowed for the purpose of preparation prior to the commencement of the new assignment. The staff member and appropriate administrator may agree to a shorter preparation period.
- 11.3.2.5 Nothing precludes the responsible administrator from immediately suspending an employee from their assignment if, in the opinion of the administrator, the employee is engaging in conduct identified in Education Code Section 44932.
- 11.3.2.6 Seniority, for the purpose of assignment and transfer, shall be defined as the unit member's first date of paid certificated service under contract with the Santa Cruz County Office of Education.



## **ARTICLE 12**

### **CLASS SIZE**

After teaching assignments have been finally established, the average class size of special day classes or maximum class size for general education, as established by state law, may be exceeded on a permanent basis only following consultation with the teacher involved, if the teacher requests such consultation. In addition to the teacher and the Area Administrator, the consultation may include the case manager, if requested. It shall occur within ten (10) working days following its request.

## ARTICLE 13

### SHARED CONTRACTS

#### 13.1 Basic Policy and Procedure

- 13.1.1 Contract sharing assignments shall be filled only by certificated staff members who have attained a permanent status.
- 13.1.2 All shared contracts will be on a 50/50 basis, each person being required to work at least fifty percent (50%) of the time.
- 13.1.3 Participants will be expected to formulate their yearly instructional plan before school begins in the fall. Both teachers may be requested to be on duty at the beginning of the school year. The required number of days of full-time duty prior to the beginning of each teacher's assignment shall be established by the appropriate administrator and the total working days shall not be greater than required of other teachers.
- 13.1.4 Participants will share attendance at required faculty meetings, parent conferences, and other activities required of full-time members.
- 13.1.5 Applicants must submit a written proposal for contract sharing to the appropriate administrator, listing the proposed work schedule, assignment, duties, general instruction program, and the advantages to the students. The determination as to whether a contract-sharing request will be approved shall be made by the County Superintendent or their designee.
- 13.1.6 Persons cannot be on shared contracts for more than two consecutive years without the review and the specific approval of the County Superintendent.

#### 13.2 Salary

- 13.2.1 Participants will receive one-half the salary they would receive if they were working full-time.
- 13.2.2 Participants shall receive one-half year of service credit toward advancement on the salary schedule. Two one-half years shall constitute a full year of service credit.

#### 13.3 Fringe Benefits

- 13.3.1 Regular full-time fringe benefits shall be provided for any period in which the employee renders full-time service. Optional benefits paid by the employee during the non-service period may be continued when permitted by the carrier contracts.
- 13.3.2 Should employees on shared contracts opt to work on a daily basis of one-half time, each such employee will pay one-half of the cost of fringe benefits.
- 13.3.3 In no case shall fringe benefits paid to two persons sharing a divided contract exceed one full-time fringe benefit.
- 13.3.4 Participants will contribute to the State Teachers Retirement System and will receive credit for one-half year of service towards retirement.

#### 13.4 Leaves During Service Year

If a contract sharer leaves due to illness, etc., the remaining partner will be encouraged to take over the full-time teaching of the class. If the partner is unable to assume the full-time assignment, the

County Superintendent will attempt to secure a half-time substitute. The County Superintendent shall have the decision making responsibilities in such cases.

13.5 Return to Full-Time Service

- 13.5.1 A request to return to full-time assignment must be submitted to the appropriate administrator and the Certificated Personnel Assistant on or before February 1, of the school year preceding the school year in which the full-time assignment will take effect.
- 13.5.2 If a contract sharer desires to go from half time to full-time status, the increase will depend upon the staffing needs of the County Superintendent. The transfer of any person shall adhere to the regular transfer and assignment policies as provided in Article 11.
- 13.5.3 If at the end of the shared contract service year, one teacher leaves, the other teacher will be required to return to full-time service, if no other teacher desires a half-time contract.

## ARTICLE 14

### **RETIREMENT PROGRAM**

#### Participant Status:

As a condition of participation in the programs below, (with exception of the Reduced Workload Option in 14.2), unit members will resign their position with the County Office of Education, terminating their certificated employment, and enter either CalPERS or CalSTRS service retirement status. In such a status, the retirant will cease to be a member of the Certificated Employee Unit and, will not have rights or responsibilities under the remaining provisions of this Agreement.

The Reduced Workload Program is a pre-retirement option and, as such, does not require an applicant's resignation. This pre-retirement program is open only to members of the California State Teachers Retirement System.

#### 14.1 Retiree Health Benefits

Members of the Certificated Unit may retire and continue participation in the health benefit plans (medical, dental, vision) provided to current certificated employees listed in Appendix D under the conditions listed below. The effects of any change in these plans by the JPA will be negotiated upon request. Unit members hired on or after July 1, 2011, will have their retirement benefit frozen at the maximum employer contribution at the time of employee's retirement.

14.1.1 The retirant must be at least fifty-five (55) years of age.

14.1.2 The retirant shall have been an active, full-time employee of the County Office of Education for a period of at least ten (10) consecutive years immediately prior to retirement, or .80 FTE employee of the County Office of Education for a period of at least fifteen (15) consecutive years immediately prior to retirement. The County Superintendent may waive the requirement of the ten (10) consecutive years as an active employee or full-time employment requirement for any applicant for this program.

14.1.3 The County Office of Education will pay one (1) year of the medical, dental and vision insurance premiums commensurate to the plan for active members as set forth in Appendix D for each two (2) years of active, full-time employment for the County Office of Education.

14.1.4 The premiums provided under this program will be paid by the County Office of Education for the maximum number of years as determined in 14.1.3 above, but in no event will premiums be paid after the retirant reaches the age of sixty-five (65).

#### 14.2 Reduced Workload Program

The County Office of Education may allow certificated staff who are members of the California State Teachers Retirement System (CalSTRS), the ability to reduce their workload from full-time service to at least half-time (1/2) service.

A staff member who is employed on a part-time basis under this program shall receive the same credit a staff member would receive if the staff member were employed on a full-time basis.

In order to be a participant in this program, the following conditions must be met:

14.2.1 The staff member must have completed ten (10) years of full-time, or fifteen (15) years at .80 FTE of satisfactory certificated employment with the County Office of Education and must have reached an age of fifty-five (55) prior to the reduction in the workload.

- 14.2.2 The option of part-time employment must be exercised at the request of the staff member and can be revoked only with the mutual consent of the County Superintendent of Schools and the employee. Staff members selected for participation in this program must resign their full-time employment and shall be rehired as part-time employees at the agreed upon percentage level.
- 14.2.3 Application for participation in this program must be made to the County Superintendent of Schools no later than February 15, of the school year preceding the desired year of participation.
- 14.2.4 A staff member employed under this provision shall be paid a pro-rata share of the salary they would be earning if employed full-time. Both the County Office and staff member will continue to pay into the California State Teachers Retirement System (CalSTRS) the amount as if the staff member were employed full-time. The member will continue to receive the same health and welfare benefits provided to certificated staff members working full-time.
- 14.2.5 The minimum part-time employment under this program shall be the equivalent of one-half (1/2) the number of days of service required by the staff member's contract of employment during their final year of service in a full-time position.
- 14.2.6 Employees cannot participate in this program for more than five (5) years. At the end of the five (5) year part-time employment period, the staff member is required to submit a resignation from employment with the County Office of Education.
- 14.2.7 Employees participating in this option and providing satisfactory service during the term of the reduced workload maintain eligibility for retirement benefits as provided under section 14.3 of this Agreement.
- 14.2.8 No more than five percent (5%) of the certificated staff may become participants in this program during each school year.
- 14.2.9 Certificated staff who are members of the California Public Employee Retirement System (CalPERS) are not eligible for the Reduced Workload Option.

### 14.3 Temporary Service Program

The County Office of Education may contract with unit members who have retired from the COE and elect to return to work to provide services to the COE. Any person retained to furnish such services shall meet the following requirements: The participant shall have retirement status with either the California State Teachers Retirement System or Public Employee Retirement System.

- 14.3.1 The participant shall be appropriately trained, experienced, credentialed, and competent to render services which may include: mentorship, long-term substitute, consultation, program start-up, IEP development, as well as any other needs which cannot be met within the current system. The participating member shall be paid their hourly rate in effect at the time of their retirement.

## ARTICLE 15

### ASSOCIATION RIGHTS

- 15.1 The Association shall be allowed the use of County Superintendent facilities for necessary meetings when not otherwise in use. All policies and procedures regulating the use of facilities shall be followed.
- 15.2 The Association may utilize school equipment, not otherwise in use, which is normally available to staff within the employees' work areas. Association shall supply all consumable materials used and shall reimburse the County Superintendent for any repairs or damage to the equipment used.
- 15.3 The Association shall have a mail slot at the County Superintendent's main office and shall have the right to post notices of activities and matters of Association concern on bulletin boards. Bulletin boards purchased by the Association may be placed in each school building. Size and location of bulletin boards shall be as approved by the Site Supervisor.
- 15.4 The Association may use the County Superintendent interschool mail for communication to unit members.
- 15.5 Representatives of the Association shall be permitted to transact Association business on school property during non-instructional time and not in the presence of students and in conformance with the regulations of the County Superintendent.
- 15.6 The Association will be provided a roster of the names and addresses of the staff who are members of the certificated unit during the first week of October and the first week of February of each school year. All new unit members shall be requested to complete a personal information notice for the Association at the time of initial hire. That information shall be provided to the Association President within thirty (30) days of hire outside the two timeframes listed above.
- 15.7 A representative from the Association shall have a total of six (6) days of paid leave to attend meetings of the Santa Cruz County Medical Group Joint Powers Authority. It is anticipated that there will be twelve (12) meetings per year of one-half (1/2) day duration. The representative will be responsible for sharing pertinent information with Association members; however, this is not meant to alter the responsibility of the Superintendent to notify all certificated employees of necessary health and welfare benefit information and changes.
- 15.8 If held, the County Superintendent or their designee will provide at least ten (10) days' notice of all new employee orientations for bargaining unit members and permit the Association access to such orientations. The Association shall be provided at least twenty minutes at such orientation meetings to discuss the function of the Association and membership information.

## ARTICLE 16

### PROCEDURES FOR GRIEVANCES

#### 16.1 Definitions

- 16.1.1 A "grievance" is an allegation by a grievant that they have been directly affected by a misinterpretation, misapplication or violation of the specific provisions of this Agreement.
- 16.1.2 A "grievant" is an employee covered by the terms of this Agreement with an alleged grievance.
- 16.1.3 A "day" is defined to mean a day the office of the County Superintendent is open and conducting business.

#### 16.2 Informal Level

Before filing a formal grievance, the grievant shall attempt to resolve it by an informal conference with their immediate supervisor. The grievant must initiate this informal process within ten (10) days after the grievant knew, or by reasonable diligence would have known, of the act or omission giving rise to the grievance. Failure to file a formal grievance within the specified time limits shall be deemed an acceptance of the decision at the informal level.

#### 16.3 Formal Level

##### 16.3.1 Step I

- 16.3.1.1 Within ten (10) days after the exhaustion of the process at the informal level, the grievant must present their grievance in writing on the form prescribed by the County Superintendent or their immediate supervisor. (Appendix F)
- 16.3.1.2 This statement shall be a clear, concise statement of the grievance, the specific section of the Collective Bargaining Agreement allegedly violated, the circumstances involved, the decision rendered at informal conference, and the specific remedy sought.
- 16.3.1.3 The immediate supervisor shall communicate their decision in writing within ten (10) days after receiving the grievance. Failure by a grievant to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.

##### 16.3.2 Step II

- 16.3.2.1 In the event the grievant is not satisfied with the decision at Step I, the grievant may appeal the decision on the form prescribed by the County Superintendent to the Administrator in charge of the employee's educational program, within ten (10) days after receiving a decision from Step I.
- 16.3.2.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered, and a clear, concise statement of the reasons for appeal.
- 16.3.2.3 The Administrator shall communicate their decision, in writing, to the grievant within ten (10) days after receiving the appeal. Failure by a grievant to appeal a decision within the specified limits shall be deemed an acceptance of the decision.
- 16.3.2.4 In the event that the grievant's immediate supervisor is the administrator in charge of the employee's educational program, Step II is to be bypassed and the grievant

may immediately proceed to Step III below.

#### 16.3.3 Step III

- 16.3.3.1 In the event the grievant is not satisfied with the decision at Step II, the grievant may appeal the decision on the form prescribed by County Superintendent to the Assistant Superintendent having responsibility for the overall management of the employee's educational program within ten (10) days after receiving a decision from Step II.
- 16.3.3.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear, concise statement of the reasons for appeal.
- 16.3.3.3 The Assistant Superintendent shall communicate their decision, in writing, to the grievant within ten (10) days after receiving the appeal. Failure by a grievant to appeal a decision within the specified limits shall be deemed an acceptance of the decision.

#### 16.3.4 Step IV

- 16.3.4.1 In the event the grievant is not satisfied with the decision at Step III, the grievant may make written appeal of the decision to the County Superintendent within ten (10) days after receiving a decision from Step III. The appeal shall take the form of a request calling for the convening of an informal fact finding committee (hereinafter "committee") and shall include a copy of the original grievance, the decisions rendered, and a clear, concise statement of the reasons for the appeal.
- 16.3.4.2 The committee shall be composed of one person of the employee's choice, one person of the County Superintendent's choice, and one person chosen by these two selected members.
- 16.3.4.3 The selection process shall be completed by both parties within ten (10) days following the appeals receipt by the County Superintendent.
- 16.3.4.4 The expenses attendant to the selection of committee members and the payment of any and all fees charged by the committee members shall be borne and paid by the appointing party.
- 16.3.4.5 The committee, within ten (10) days of its formation, shall meet and consider the original grievance, the decisions rendered, and the statement of the reasons for the appeal. Based solely upon the issues raised in the written record, the committee shall reach a majority position as to the facts of a grievance and recommend terms of settlement. Such recommendations, which shall be advisory only, shall be submitted in writing to the County Superintendent and to the grievant.
- 16.3.4.6 The committee shall have no authority to add to, delete, or alter any provisions of this Agreement, but shall limit their recommended settlement to the application and interpretation of this Agreement's provisions.
- 16.3.4.7 Within ten (10) days following the receipt of the committee report, the County Superintendent shall review the report, the written record and render a final and binding decision on the grievance.

#### 16.4 Miscellaneous



- 16.4.1 Response: If the County Superintendent or their designee fails to respond to a grievance within the time limits specified for that step, the grievant shall have the right to appeal to the next step.
- 16.4.2 Conference: Grievants shall have the right to a conference, upon request, at each level.
- 16.4.3 Records: All records of the proceedings shall be retained by the Personnel Department in a separate secured grievance file.
- 16.4.4 Reprisals: No reprisals shall be taken by or against any participant in a grievance procedure by reason of such participation.
- 16.4.5 Representation: Each party may be represented by a conferee at each formal stage of the grievance procedure.
- 16.4.6 Pay: A grievant required to absent themselves by reason of these grievance procedures to appear at a conference with the County Superintendent shall not suffer any loss of pay. A grievant required to be absent from duty for the purpose of gathering information, interviewing witnesses or preparing a presentation shall not suffer any loss of pay. All first through fourth step grievance processing at the formal level, including any or all conferences, shall only occur during periods other than scheduled contact time with students.
- 16.4.7 Time Limitations: Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.
- 16.4.8 Forms: Forms for filing and processing grievance shall be prepared by the administration with the cost being borne by the County Superintendent of Schools.
- 16.4.9 A Grievance Without Intervention: An employee may present and have resolved a grievance without the intervention of the Association, as long as the adjustment is not inconsistent with the terms of this Agreement; provided that the County Superintendent shall not agree to a resolution of the grievance until the exclusive representative has received a copy of the grievance and the proposed solution and has been given the opportunity to file a response.

## ARTICLE 17

### SAFETY

#### 17.1 Specialized Health Care Procedures

- 17.1.1 Certificated bargaining unit members who are classroom teachers, DIS, or Resource Specialists shall not be required to perform specialized medical procedures (including, but not limited to gastrostomy tube feeding, catheterization, injections, suction, intravenous feeding, and drainage).
- 17.1.2 Classroom teachers, DIS, or Resource Specialists shall only dispense or administer oral medication with written authorization and permission and prior training.
- 17.1.3 Certificated bargaining unit members with students requiring specialized medical procedures shall have responsibility for monitoring whether or not such procedures are medically prescribed and are provided as scheduled, whether the individual who is performing the procedures is qualified to do so (e.g. has received training for the procedure), and whether the same individual is prepared to perform duties related to the procedure as assigned by administration. Accordingly, all certificated bargaining unit members with students requiring specialized medical procedures shall receive and participate in sufficient training to provide the oversight described above and assistance in an emergency.
- 17.1.4 The Santa Cruz County Office of Education will represent any bargaining unit member for claims or actions against the employee for an injury or death arising out of an act or omission associated with authorized dispensing or administration of medication.

## **ARTICLE 18**

### **COMMITMENT TO AGREEMENT**

- 18.1 It is the intent of the parties that during the term of this Agreement the members of the Unit shall faithfully and diligently perform all of the duties normally associated with their positions.
- 18.2 In the event that members of the Unit take any steps in violation of the provisions of this Article, Association shall make every effort to prevent such activities and to induce the employees to comply with the terms of this Agreement.
- 18.3 In the event of violation of this Article, the County Superintendent may terminate any right granted by this Agreement or by other provisions.

## **ARTICLE 19**

### **STATUTORY CHANGES**

- 19.1 Improvements in benefits which are mandated by statutory revisions or additions in California or federal laws shall be incorporated into this Agreement.
- 19.2 Changes in benefits, which are permissive as a result of statutory revisions, or additions in California or federal laws shall be negotiated as soon as possible within 30 days.

## ARTICLE 20

### COMPLETION OF AGREEMENT

- 20.1 This document comprises the entire Agreement between the County Superintendent and the Association on the matters within the lawful scope of negotiations.
- 20.2 The provisions of this Agreement shall supersede any rules, regulations, practices or provisions of earlier negotiated agreements, which may be contrary or inconsistent with its terms.
- 20.3 No later than February 15 of the calendar year in which this Agreement expires, the Association shall notify the Superintendent of its intention to bargain a successor Agreement.
- 20.4 No later than the end of February prior to any school year for which contract changes are being proposed (including a year in which this Contract expires), the parties will submit their initial proposals to each other. In the case of a modification to an ongoing contract, either party may seek modification of Article 6 (Compensation) plus proposals or changes/additions of no more than two (2) current or additional Articles. Additional proposals or changes/additions may be proposed by mutual consent of the Association and the County Superintendent.
- 20.5 Notwithstanding paragraph 20.4, if negotiations of an earlier contract have not concluded by May 30th, the parties shall submit their initial proposals by September 30th or thirty (30) days after ratification of the earlier contract, whichever is later.
- 20.6 The County Superintendent shall present such proposals at the first Board Meeting that occurs ten (10) or more days after submission of the proposals and shall hold a public hearing at the next Board Meeting thereafter.
- 20.7 The parties shall meet and negotiate in good faith on negotiable items on a successor Agreement beginning no later than thirty (30) days following the "sunshining" of the proposals, as described in paragraph 20.6.
- Within thirty (30) days of ratification of the Agreement by both parties herein, the Superintendent shall have the appropriate number of copies prepared and made available to Association unit members.
- 20.8 By written mutual consent of the parties to this Agreement, any provisions of this Agreement may be renegotiated at any time.

## ARTICLE 21

### SAVINGS

If any provision of this Agreement or any application thereof to any employee is held by the final judgment of a court of competent jurisdiction, or a final unappealed decision of the Public Employment Relations Board, to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such judgment or decision, but all other provisions or applications shall continue in full force and effect. Upon written request of the parties hereto, negotiations will be reopened for the purpose of considering a substitute provision.

IN WITNESS WHEREOF, THIS AGREEMENT has been duly ratified and accepted on the dates below, as indicated by its execution by the duly authorized representative of each party hereto.

Date \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Elizabeth Burnham-Grau, President  
SCCEA/CTA/NEA

\_\_\_\_\_  
Faris Sabbah  
Santa Cruz County Superintendent of Schools

## **APPENDIX A-1**

### **RESPONSIBILITY FACTOR - CASE MANAGEMENT**

Case Management role and duties shall be defined as follows:

As case managers staff shall (1) coordinate and monitor all aspects of the IEP process, (2) provide liaison to the school districts regarding student placement and/or services and other agencies e.g. SELPA, CPS, CCS, SARB, SARC, Mental Health, (3) provide consultation to school districts and agencies regarding referral process and (4) provide in-service training to districts, other agencies, and group homes and care providers on identifying and treating students with special needs.

1. IEP PROCESS - Case managers are responsible for:
  - A. Monitoring and reviewing the IEP meeting schedule.
  - B. Identifying people to be notified and invited to the meetings.
  - C. Notifying area administrators of any needed changes.
  - D. Coordinating the assessment team for triennial assessments.
  - E. Facilitating and recording results of meetings as the administrative designee in the absence of or at the request of the administrator.
  - F. Securing all reports and forms from other professionals and parents.
  - G. Follow-up to be sure all services on the IEP are provided and goals and objectives pursued. Complete referrals for additional services as required.
  - H. Confirming through phone calls IEP status and requesting records from previous schools on transfer of students.
  - I. Facilitating the administrative placement process based on IEP from previous placement.
  - J. Consulting with group home parents, foster parents, parents, social workers, probation officers, etc. on most appropriate least restrictive educational placement for student prior to special education placement or changes in special education.
  - K. Facilitating the transfer of students from multi-graded schools to necessary district programs.
  - L. Arrange for and/or attend pre-enrollment meetings for child prior to entry in a particular program.
  - M. Coordinate regular informal reviews of SED student's programs at weekly staffings.
2. LIAISON TO SCHOOL DISTRICT RE: STUDENT PLACEMENT - the case managers are responsible for:
  - A. Responding to referrals or possible referrals by observing student in their current classroom or home and making recommendations to district personnel.
  - B. Making recommendations to COE administrator regarding most appropriate COE placement.
  - C. Contracting the appropriate school district personnel in the case of a COE referral to the

school district or for mainstreaming of a COE student.

- D. Attend district IEP's involving possible placement of students in COE programs and provide information regarding COE programs to members of the IEP team.
  - E. Set up and attend transition/registration meetings for special education students transferring from COE to district programs.
3. LIAISON TO OTHER AGENCIES, e.g. SELPA, SARB, CPS, SARC, Mental Health, Social Services, Public Health, Probation, Vocational Rehabilitation, etc. the case manager is responsible for:
- A. Receive and respond to inquiries about students.
  - B. Coordinate with SARC workers regarding mutual students including sometimes attending IEP meetings upon request.
  - C. Coordinate the transition plan for older students with SARC and the Skill Center or Voc Rehab.
  - D. Make referrals to CPS in cases of abuse or suspected abuse beyond the usual legal requirement of reporting.
  - E. Assist CPS workers in investigating and sometimes mitigating abuse cases.
  - F. Provide recommendations to probation officers upon request and may include representing COE in juvenile court.
  - G. Process referrals to Mental Health in the case of Seriously Emotionally Disturbed students.
  - H. Coordinate the 3632 IEP process with Mental Health for voluntary out-of-home placements.
  - I. In the case of LCI students facilitate communications between Santa Cruz County agencies, i.e., Mental Health and Probation and agencies from county of origin to provide the most appropriate service.
  - J. Coordinate/consult with SELPA Program Specialists on low incident needs of pupils and facilitate transfer of students between programs or the need for one-to-one aide.
4. CONSULTATION AND IN-SERVICE TO DISTRICTS, agencies and group homes, the case manager:
- A. Provides consultation to school districts regarding the referral process and in-service training to identify students with exceptional needs - especially SED students.
  - B. Provides upon request in-service training to agencies regarding effective classroom and home coordinated treatment for students with exceptional needs especially in cases where a well- coordinated behavioral plan is needed.
  - C. Provides consultation and in-service training to group home staff for consistency in behavior management and awareness of special education procedures and legal mandates for service.
  - D. Consults/coordinates in-service to multi's staff on legal mandates and how to access various services for pupils from the SELPA.



## **APPENDIX A-2**

### **RESPONSIBILITY FACTOR - HEAD TEACHER**

1. Head Teacher role and duties shall be defined as follows:
  - A. Explain assigned programs to students, parents, staff, district, the community and other interested persons.
  - B. Monitor facility and equipment regularly and conduct appropriate follow-up.
  - C. Confer with administrator on a regularly scheduled basis.
  - D. Conduct open house activities.
  - E. Recommend equipment and services needed by operational programs.
  - F. Participate in the interviews of prospective certificated, classified, and volunteer personnel.
  - G. Serve as "contact person" on the program site.
  - H. Act as host or hostess for the site program and request all visitors to sign the visitor's register.
  - I. Act as responsible certificated staff member in all emergencies when the administrator is not available.
  - J. Identify potential or emerging problems - conduct appropriate follow-up with Area Administrator.
  - K. Maintain a strong liaison between site staff and administration.
  - L. As needed, seek clarification of roles and responsibilities of administrators, head teachers, support staff and site staff.
  - M. Conduct activities that promote established program goals and objectives.
  - N. Report assigned program activities to the administrator as directed.
  - O. Transmit to the business office of the County Office of Education any monies, time slips and forms collected at the site, including donations.
  - P. Maintain standards for staff and pupil behavior at the school site.
  - Q. Conduct orientation with new teachers and review content of staff handbook.
  - R. Encourage and maintain a functional and attractive site environment.
  - S. Enlist parent and volunteer involvement in helping children, participation in parent education activities and school functions.
  - T. Perform basic attendance accounting activities of teachers and aides.
  - U. Be responsible for personnel time management system (time sheet).
  - V. Act as chairperson for site or program parent meetings and program staff meetings, unless otherwise designated.
  - W. Report accidents (of students and staff) and emergencies to administrator.

- X.     Serve on Emergency Preparedness Committee, and take a leadership role in site preparation and compliance with Education Code regarding emergency drills.
- Y.     Keep staff informed of new administrative directives and/or review existing directives.

## **APPENDIX B**

### **SABBATICAL LEAVE**

#### **1.1 Objectives of Sabbatical Leave**

- 1.2 Sabbatical leave is a leave of absence granted to certificated employees for a period not to exceed one (1) year for the purpose of permitting study or travel which will benefit the pupils in schools and classes maintained by either Superintendent of Schools or the school districts of Santa Cruz County.

#### **2.1 Extent and Distribution of Leaves**

- 2.2 Not more than one year of sabbatical leave shall be granted to certificated employees of the Santa Cruz County Office of Education in any one year.
- 2.3 Not more than one such leave shall be granted to an employee for each seven-year period of service.
- 2.4 Sabbatical leaves shall be granted to or shared by one or more certificated employees on an alternating basis beginning with the 1974-75 year. The option for 1974-75 is granted to certificated person who is in a teaching position.

In the event the option is not exercised in any given year, the non-scheduled certified class of employees may apply. Such unscheduled use of the annual option shall not interrupt the year-to-year authorization as established in the 1974-75 year.

#### **3.1 Sabbatical Leave Requirements**

- 3.2 Sabbatical leaves must be preceded by at least seven consecutive years of certificated service, all of which shall have been served while employed by the Santa Cruz County Office of Education.
- 3.3 Sabbatical Leaves for Study
- 3.3.1 An employee on sabbatical leave for formal study shall complete at least 18 semester or 21 quarter units of upper division or graduate work during the sabbatical year. These courses shall be exclusive of correspondence courses.
- 3.3.2 Previous to each leave, the course of study must be submitted and approved by the Superintendent. A special project or research problem may be substituted for unit requirements if approved in advance by the Superintendent.
- 3.3.3 Evidence of the completion of the approved course of study shall be submitted to the Superintendent.
- 3.3.4 Sabbatical Leaves for Travel
- 3.3.5 Employees on sabbatical leave for travel shall remain in travel status at least 60% of the period of leave granted. Travel status may include residence in another state or a foreign country as well as following an itinerary of specified travel.
- 3.3.6 An application for leave shall include, in general terms, an itinerary of the proposed travel, together with a statement concerning the proposed objectives of travel.

- 3.3.7 Upon completion of the leave, and within sixty (60) days of the employee's return to duty, an itinerary and a written report shall be submitted to the Superintendent.

4.1 Application for Sabbatical Leave

- 4.2 Application for the sabbatical leave shall be submitted to the Superintendent after July 1, and not later than January 15, preceding the school year for which the leave is requested.
- 4.3 A sabbatical leave committee shall be appointed by the Superintendent to serve for a period of 3 years. This committee shall consist of 5 members, 2 of who shall be teachers and 3 of whom shall be program managers employed by the County Superintendent of Schools, including the manager of the employee whose application for sabbatical leave is being reviewed.
- 4.4 The sabbatical leave committee shall have the authority to interview the applicant and to request further explanation of their sabbatical leave plans. The committee shall make its recommendations on the application to the Superintendent. The Superintendent may reject or approve the application. The Superintendent shall notify the applicant within forty (40) days after receiving the committee's recommendation whether the leave will be granted.

5.1 Compensation While on Sabbatical Leave

- 5.2 Compensation while on sabbatical leave shall be fifty percent of the salary the employee would have received had they been employed in their regular position.
- 5.3 Compensation shall be paid the employee while on leave of absence in the same manner as if the employee were employed by the County Schools Department, upon the furnishing by the employee of a suitable bond indemnifying the County Superintendent against loss in the event that the employee fails to render at least two years' service in the employ of the County Superintendent following the return of the employee from the leave of absence. The bond shall be exonerated in the event the failure of the employee to return and render two years' service is caused by the death, physical or mental disability of the employee.

For leaves of less than one year authorized and taken, the employee shall render a period of service in the employ of the County Superintendent of Schools following their return from leave of absence, which is equal to twice the period of the leave.

- 5.4 The County Superintendent shall be freed from any liability for the payment of any compensation or damages provided by law for the death or injury of an employee of the County Superintendent employed in a position requiring certification qualifications when the death or injury occurs while the employee is on any leave of absence.

6.1 Other Compensation

Sabbatical leave will not be granted in order that an employee may accept another position for which they receive compensation. It is recognized, however, that employees on sabbatical leave may be employed for limited periods of time as consultants or to work in other jobs for a limited period of time for the purpose of gaining experience in fields related to their professional responsibilities as an employee of the County Superintendent of Schools. In every case where an employee plans to receive compensation for other work while on sabbatical leave, the nature of the work, the time involved, and the amount of compensation expected to be received shall be indicated within the application for such leave, described in paragraph 4 above.

Should an opportunity for other employment become available after commencement of the leave, the employee shall request approval of the County Superintendent for modification of the sabbatical

leave contract prior to accepting such other employment.

The written report of the sabbatical leave required by 3.2.3 and 3.3.3 above shall include a description of any work actually performed, the amount of time spent and the compensation received.

7.1 Fringe Benefits

Unless otherwise specifically excluded in this policy, employees on sabbatical leave shall receive all fringe benefits accorded other employees of the office serving in similar positions.

8.1 Effect of Sabbatical Leave on Salary Increments

Such leave shall be counted as a year of service and experience on the salary schedule. Credit for units taken on sabbatical leave shall be counted as additional training units for advance in classification on the salary schedule.

9.1 Return to Service

At the expiration of the leave of absence, the employee shall be assigned, unless they otherwise agrees, be assigned to the same position previously held.

10.1 Priorities in Selection for Sabbatical Leave

10.2 Value of the leave to the schools and pupils of the County.

10.3 Length of service for the Santa Cruz County Office of Education.

10.4 Distribution of sabbatical leaves among the various subdivisions of the Office of Education.

## **APPENDIX C**

### **ASSIGNMENT STATEMENT**

For the County Superintendent of Schools, the most essential factor in making annual assignments is that which is best for the educational program and the students served by it. Some combination of the following factors will also be considered:

- 1.0 Student instructional needs are to be matched with the ability and competence of staff members so as to provide effective service in an assignment.
- 2.0 Staff members must have on file with the County Superintendent of Schools, a valid California license or credential authorizing service in an assignment.
- 3.0 Particular positions may have specified unique or special requirements that individual staff members must possess in order to be considered for assignment.
- 4.0 Past evaluations, which are overall appraisals of the staff member's effectiveness, are to be considered when making an assignment.
- 5.0 Professional attitude, which includes such factors as involvement with fellow staff members, desire to improve the instructional program and personal growth in the performance of credentialed service, will be considered when making an assignment.
- 6.0 Length of past experience in the assignment area or related service may be considered when making an assignment.
- 7.0 General work history in the County Office may be considered when making an assignment.
- 8.0 Work history or other experience gained outside of the County Office may be considered when making an assignment.
- 9.0 The ability to provide services in addition to those required by the basic position description may be considered when making an assignment.
- 10.1 The primary or minor fields of academic study of individual staff members may be considered when making an assignment.

## APPENDIX D

2023-2024

### MAXIMUM EMPLOYER CONTRIBUTION FOR SCCEA HEALTH AND WELFARE BENEFITS

For 2023-24 (October 1, 2023 through September 30, 2024), the employer shall contribute an amount equal to fund the health plans listed below:<sup>1</sup>

<u><b>Health Plans</b></u>	<u><b>Maximum Monthly Employer Contribution</b></u>
Anthem Blue Cross Premier 20 HMO <sup>2</sup>	\$1,877.76
Delta Dental Service; maximum coverage of two thousand dollars (\$2,000.00) per year per eligible person <sup>3</sup>	\$121.03
Vision Service Plan, Plan C (enhanced)	\$20.81
\$25,000.00 <sup>4</sup> Employee Level Term Life Insurance	\$3.75
Long-Term Disability	Standard Salary Schedule - (Employer Paid)

Option: Employee may buy up to either of the Anthem Blue Cross PPO Plans. Employer will offer an IRS 125 Plan for premium payments. Employee may also select one of the current lower cost Anthem Blue Cross HMO plans provided by Self Insured Schools of California (SISC).

1. *Health plan information updated annually.*
2. *Employee contribution varies according to the plan chosen by the employee.*
3. *If the provider is a PPO dentist, maximum coverage is two thousand two hundred dollars (\$2,200.00) per year, per eligible person.*
4. *Employees will be entitled to the full benefit amount up to age 65. On your 65th birthday but under 70, the amount of Your Basic Life Insurance will be limited to sixty-five percent (65%) of coverage amount. On or after your 70th birthday, the amount of such insurance will be fifty percent (50%) of the coverage amount.*

*If you are under age 65 on the effective date of your insurance, the amounts of Your Basic Life Insurance on and after age 65 will be sixty five percent (65%) of such insurance in effect on the day before your 65th birthday. On and after your 70th birthday, the amount of such insurance will be fifty percent (50%) the amount of such insurance in effect on the day before your 65th birthday. The appropriate percentage will be effective on March 1st following the attainment of your age.*

## **APPENDIX E**

### **CATASTROPHIC LEAVE BANK**

#### **1. CREATION**

- 1.1 The County Superintendent of Schools and the Association agree to form a Catastrophic Leave Bank. The Catastrophic Leave Bank shall be funded in accordance with the terms of Section 2 below.
- 1.2 Days in the Catastrophic Leave Bank shall accumulate from year to year.
- 1.3 Days shall be contributed to the Bank and withdrawn from the Bank without regard to the daily rate of pay of the Catastrophic Leave Bank participant.
- 1.4 The Catastrophic Leave Bank shall be administered by a three (3) member Catastrophic Leave Bank Committee appointed by the Association, hereinafter referred to as the Committee.

#### **2. ELIGIBILITY AND CONTRIBUTIONS**

- 2.1 All Unit Members on active duty with the Santa Cruz County Office of Education are eligible to contribute to the Catastrophic Leave Bank.
- 2.2 Participation is voluntary, but requires contribution to the Bank. Only contributors will be permitted to withdraw from the Bank.
- 2.3 Unit members who elect not to join the Catastrophic Leave Bank upon first becoming eligible have a waiting period of 30 duty days after joining the Bank before becoming eligible to withdraw from the Bank.
- 2.4 The contribution shall be made on the "Certification Catastrophic Leave Bank Contribution Form" through the Personnel Office, and will be authorized by the Unit Member. The contribution is irrevocable.
- 2.5 Cancellation occurs automatically whenever a unit member fails to make their annual contribution or assessment unless contribution for that year is not required. Cancellation will be submitted on the "Certificated Catastrophic Leave Bank Cancellation Form", and may be affected at any time through the Personnel Office, and the Unit Member shall not be eligible to draw from the Bank as of the effective date of cancellation. Sick leave previously authorized for contribution to the bank shall not be returned if the Unit member effects cancellation.
- 2.6 Initial contributions shall be made within thirty (30) days of a request by SCCEA to implement the Catastrophic Leave Bank. All subsequent contributions shall be made between September 1 and October 1 of each school year. All new unit members will be asked by SCCEA to contribute within thirty (30) calendar days of beginning work. The Santa Cruz County Office of Education shall supply enrollment forms for the Catastrophic Leave Bank to all unit members.
- 2.7 The annual rate of contribution by each participating Unit member for each school year shall be one (1) day of sick leave, which shall be deemed to equate to the legal minimum required by Education Code 44043.5. Members may choose to contribute more days.
  - 2.7.1 An additional day of contribution will be requested of participants if the number of days in Bank falls below ten (10). Catastrophic Leave Bank participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the bank.



2.7.2 If the number of days in the bank at the beginning of a school year exceeds twenty- five (25), no contribution shall be required of returning Unit members. Those Unit members joining the Catastrophic Leave Bank for the first time and those returning from catastrophic leave, shall be required to contribute one day to the Bank.

2.8 Unit members who are retiring or leaving the employ of the District may contribute their unused sick leave to the Catastrophic Leave Bank.

### 3. WITHDRAWAL FROM THE BANK

3.1 Catastrophic Leave Bank Participants, whose sick leave is exhausted, may withdraw from the Bank for catastrophic illness or injury. Catastrophic illness or injury shall be defined as any illness or injury that incapacitates the Unit member for over ten (10) consecutive days or incapacitates a member of the unit member's family for over ten (10) consecutive days which requires the unit member to take time off work to care for that family member, and taking extended time off work creates a financial hardship because they have exhausted all of their paid time off. If a reoccurrence or a second illness or injury incapacitates a unit member or member of the unit member's family within twelve (12) months, it shall be deemed catastrophic after five (5) consecutive days. Thus, a participant who used the Bank, after exhaustion of sick leave, for 25 days to care for their spouse who dies of cancer, and, after returning to work, suffers a heart attack, shall be deemed to have a second catastrophic illness and may again withdraw from the Bank after only five (5) consecutive duty days off work.

3.2 Participants must use all sick leave (but, not differential leave) as defined in Article 10, Paragraph 10.2, available to them before eligible for a withdrawal from the Bank.

3.3 Participants who have exhausted sick leave, but still have differential leave available are eligible for a withdrawal from the Catastrophic Leave Bank. The County Superintendent shall pay the Participant full differential pay and the Bank shall be charged one-half (1/2) day.

3.4 The first ten (10) consecutive days of illness or disability must be covered by the Participant's own sick leave, differential leave, or leave without pay the first time said Participant qualifies for a withdrawal draw from the Bank. For subsequent withdrawals within twelve (12) consecutive months, the first five (5) consecutive days of illness must be covered by the Participant's own sick leave, differential leave, or leave without pay.

3.5 If a Participant is incapacitated, applications may be submitted to the Committee by the Participant's agent or member of the Participant's family.

3.6 Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than ten (10) days to be used within two (2) calendar months. Participants may submit requests to the Committee for extensions of withdrawals as their prior grants expire. A Participant's withdrawal from the Bank may not exceed the statutory maximum period of twelve (12) consecutive months. Any days approved but not used by the employee shall be returned to the Catastrophic Leave Bank.

3.7 Participants applying to withdraw or extend their withdrawal from the Catastrophic Leave Bank will be required to submit a doctor's statement indicating the nature of the illness or injury and the probable length of absence from work. Members of the Committee shall keep information regarding the nature of the illness confidential. A Participant's withdrawal may not exceed the statutory maximum period of twelve (12) consecutive months.

3.8 If a participant has drawn ten (10) Catastrophic Leave Bank days and requests an extension, the Committee may require a medical review by a physician of the Committee's choice at the Participant's expense. The Committee shall choose only a physician who qualifies under the District

offered insurance policy. Refusal to submit to the medical review will terminate the Participant's continued withdrawal from the Bank. The committee may deny an extension of withdrawal from the Catastrophic Leave Bank based upon the medical report. The Participant may appeal any termination under the procedures outlined in Section 3.13 below.

- 3.9 Leave from the Bank may not be used for illness or disability which qualify the Participant for Worker's Compensation benefits unless the Participant has exhausted all Worker's Compensation leave, their own sick leave, and provided further that the Member signs over any Worker's Compensation checks for temporary benefits to the County Superintendent. If there are any Worker's Compensation checks signed over to the Santa Cruz County Office of Education (SCCOE), the Bank will not be charged days, or if charged, will be reimbursed the number of days for which the Worker's Compensation payment is equivalent to a regular day of pay at the negotiated rate for that Participant. If the District challenges the Worker's Compensation claim, the Participant may draw from the Bank, but upon settlement of the claim, the Bank shall be reimbursed the days by the County Superintendent.
- 3.10 When the Committee may reasonably presume that the Applicant for a draw may be eligible for a Disability Award or a Retirement under STRS or, if applicable, Social Security, the Committee may request that the draw applicant apply for disability or retirement. Failure of the draw applicant to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days will disqualify for further Catastrophic Leave Bank payments. Any requests for additional medical information from STRS or Social Security shall be submitted within ten (10) days or the Participant's entitlement to Catastrophic Leave Bank payments will cease. If denied benefits by STRS or Social Security, the Applicant must appeal or entitlement to the Catastrophic Leave Bank shall cease.
- 3.11 If the Catastrophic Leave Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the County Superintendent is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal, or an extension of withdrawal, because of insufficient days to fund the request, they shall notify the participants, in writing, of the reason for the denial.
- 3.12 Withdrawals shall become effective immediately upon the exhaustion of sick leave or the waiting periods provided for in Section 2.3 and 3.4, whichever is greater. For example, if a Participant contributed when first eligible to contribute (Section 2.3) and had ten (10) days of accumulated sick leave when the illness began (Section 3.4), they shall begin withdrawing upon the eleventh (11th) duty day, if otherwise eligible. If the Participant had fifteen (15) days of sick leave at the beginning of the illness, they shall begin withdrawing days on the sixteenth (16th) duty day. If the Participant had five (5) days of sick leave at the beginning of the illness, they shall begin withdrawing days on the eleventh (11th) duty day.
- 3.13 Catastrophic Leave Bank participants who are denied a withdrawal or whose withdrawal is not renewed or terminated may, within thirty (30) days of denial, appeal, in writing, to the Executive Board of the Association. The Executive Board of the Association shall hold a hearing within fifteen (15) duty days of the hearing. If the Participant's incapacitation does not allow participation in this appeal process, the Participant's agent or member of the family may process the appeal.

#### 4. ADMINISTRATION OF THE BANK

- 4.1 The Catastrophic Leave Bank Committee shall have the responsibility of developing forms, maintaining the records of the Catastrophic Leave Bank, receiving withdrawal requests, verifying the validity of requests, approving or denying the requests, and communicating its decisions, in writing, to the Participants, to the County Superintendent, Personnel Department and Business Department.

- 4.2 The Committee's authority shall be limited to administration of the Bank. The Committee shall approve all properly submitted requests complying with the terms of this Article. Withdrawals may not be denied on the basis of the type of illness or disability.
- 4.3 Applications shall be reviewed and decisions of the Committee reported to the Applicant, in writing, within ten (10) duty days of receipt of the application.
- 4.4 The Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal and defend against any appeals of denials.
- 4.5 By December 5, of each school year, following the year of initial implementation of Catastrophic Leave Bank, the County Superintendent and Business Department shall notify the Committee of the following:
  - 4.5.1 The total number of accumulated days in the Bank on June 30th of the previous school year.
  - 4.5.2 The number of days contributed by Unit Members for the current year.
  - 4.5.3 The names of participating Unit members.
  - 4.5.4 The total number of days available in the Bank.
- 4.6 Any dispute between the Committee and the County Superintendent as to the accounting of Catastrophic Leave Bank days shall be processed through the grievance procedure as per Article 16.
- 4.7 If the number of certificated staff of the Santa Cruz County Office of Education increases or decreases appreciably, the number of days can be adjusted to reflect proportionately the needs of the staff.
- 4.8 SCCEA will be responsible for adherence to all timelines given above. Timelines will be in effect upon request of SCCEA to implement the Catastrophic Leave Bank.

## APPENDIX F

### GRIEVANCE FORM

#### FORMAL LEVEL - STEP 1

A "grievance" is an allegation by a grievant that they have been directly and adversely affected by a misinterpretation, misapplication, or violation of a specific provision of the existing collective negotiating agreement entered under the authority of Government Code Section 3540.1(h).

Date alleged grievance occurred \_\_\_\_\_

Grievant's Name \_\_\_\_\_

Grievant's Assignment & Program \_\_\_\_\_

Grievant's Immediate Supervisor \_\_\_\_\_

Date of Informal Conference with Immediate Supervisor \_\_\_\_\_

1. Please indicate the specific provision of the existing agreement alleged to have been misinterpreted, misapplied or violated.

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2. Please state how this alleged action has directly and adversely affected you and the circumstances involved. (CONTINUE STATEMENT ON A SEPARATE SHEET OF PAPER IF NECESSARY)

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3. Please state the decision rendered at the informal conference.

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4. Please state the specific remedy you are seeking.

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Date: \_\_\_\_\_ Signature of Grievant: \_\_\_\_\_

Date: \_\_\_\_\_ Signature of Immediate Supervisor: \_\_\_\_\_

Distribution: 1. Supervisor 2. Associate Superintendent/Student and Personnel  
3. Grievant 4. Grievant's Representative

## **APPENDIX G**

### **SANTA CRUZ COUNTY OFFICE OF EDUCATION PEER ASSISTANCE AND REVIEW PROGRAM**

The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association (SCCEA) are continuously striving to provide the highest possible quality education for students. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through the Peer Assistance and Review (PAR) Program.

#### **1. Joint Panel**

- 1.1 The Peer Assistance and Review Program will be administered by a Joint Panel. The Panel shall consist of five (5) members, SCCOE Cabinet will select two (2) administrators, and SCCEA shall select two (2) permanent teachers: one each from Alternative Education and Special Education, and one certificated staff member from DIS (Itinerant). SCCEA has determined the following qualifications for the panel participants:
  - 1.1.1 must be SCCEA members.
  - 1.1.2 must have achieved permanent status.
  - 1.1.3 may volunteer or be nominated by SCCEA.
  - 1.1.4 Each department/group will elect their own Panel member with a simple majority.
- 1.2 Panel members agree to serve a one-year term. SCCEA members of the Panel shall receive \$1,000 and the necessary training to perform their duties. The full Panel shall meet at times and places as they shall determine, no less than four times annually. Meetings will be scheduled so as not to interfere with contact time with students. Teachers who are members of the Joint Committee shall be released from their regular duties to attend meetings, without a loss of pay or benefits.
- 1.3 The responsibilities of the Joint Panel shall include the following:
  - 1.3.1 Select Consulting Teachers (majority vote) one (1) from Alternative Education and one (1) from Special Education. The panel's procedures for selecting consulting teachers, at a minimum, shall require the following:
    - 1.3.1.1 Consulting teachers shall be selected by the majority vote of the panel.
    - 1.3.1.2 The selection process shall include provisions for classroom observation of the candidates for consulting teacher by the panel.
  - 1.3.2 Assign Consulting Teachers, determine duties and if necessary, provide training.
  - 1.3.3 Prepare written guidelines/timelines for Consulting Teachers and their activities.
  - 1.3.4 Review reports prepared by the Consulting Teachers.
  - 1.3.5 Compile and update as appropriate, a listing of the types of assistance activities that may be utilized by Consulting Teachers.
  - 1.3.6 No later than May 7, the Joint Panel will be informed of an unsatisfactory evaluation and within thirty days will assign a Consulting Teacher.
  - 1.3.7 Send written notification to the home of the voluntary or referred participating teachers, the

consulting teacher and administrator of participation in the PAR program.

- 1.3.8 Resolve issues and problems that may arise between a Consulting Teacher and a Participating Teacher.
- 1.3.9 Establish priorities in referrals and services for participating teachers. (i.e. who is served first, second, etc. and types of services that will be provided).
- 1.3.10 Ensure that the PAR Program is financially self-supporting by establishing an annual plan and budget.
- 1.3.11 Distribute a copy of the adopted PAR Program Rules and Procedures to all SCCEA members and administrators or notify the members and administration that the existing Rules and Procedures have not been changed.
- 1.4 All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly *confidential* . Therefore, Joint Panel members and Consulting Teachers may disclose such information only as necessary to administer the program except in response to a subpoena or order of the court.

## **2. Participating Teachers (PT)**

### **2.1 Description**

- 2.1.1 A teacher participant shall be a member of the bargaining unit and either a permanent employee or a temporary or probationary beginning teacher who:
  - 2.1.1.1 volunteers to participate in the program
  - 2.1.1.2 is referred for participation in the program as a result of an unsatisfactory evaluation. In addition, teachers receiving assistance may be referred pursuant to a collectively bargained agreement.
- 2.1.2 Pursuant to the evaluation process agreed upon in the contract, performance goals and objectives for a referred participating teacher shall be in writing, clearly stated, and aligned with pupil learning.
- 2.1.3 The Consulting Teacher reviews the evaluation, goals, objectives, activities and timelines with the participating teacher.
- 2.1.4 The referred participating teacher's assistance and review shall include multiple observations by the consulting teacher of a teacher during periods of classroom instruction.
- 2.1.5 The referring administrator, Joint Panel and/or Consulting Teacher shall provide sufficient staff development activities or referral to appropriate staff development activities, to assist a teacher in improving their teaching skills and knowledge.
- 2.1.6 The program for the referred teacher will be monitored according to the established timelines but not less than bi-monthly by the one or more of the following: consulting teacher, administrator and/or joint panel. Written records will be maintained of program participation and copies will be given to the participating teacher.
- 2.1.7 The final evaluation of a teacher's participation in the program shall be made available for placement in the personnel file of the teacher receiving assistance.
- 2.1.8 Written records containing only the number of participants, types of activities, and costs

incurred will be maintained by the consulting teacher and joint panel for all voluntary participating teachers.

### **3. Consulting Teachers**

#### **3.1 Description and Selection**

##### **3.1.1 The Consulting Teacher:**

- 3.1.1.1 Shall be a credentialed classroom teacher and an SCCEA member with permanent status, or a teacher in retirement status.
- 3.1.1.2 Shall have substantial recent experience in classroom instruction.
- 3.1.1.3 Shall have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- 3.1.1.4 Will apply to Joint Panel with the recommendation and approval of immediate supervisor and another teacher. All applications and references will be kept confidential.
- 3.1.1.5 Will be selected by majority vote of the panel.

##### **3.1.2 The responsibilities of the Consulting Teacher shall include the following:**

- 3.1.2.1 Continue all rights of bargaining unit members.
- 3.1.2.2 Review evaluations of referred teachers with the goals and objective and develop an action plan (activities) and timeline(s) to meet the goals and objectives in conjunction with the Joint Panel and administrator.
- 3.1.2.3 Assist Participating Teachers by providing training and assistance in staff development planning and implementation by demonstrating, observing, coaching, conferencing, referring or by other activities, which in their professional judgment, will assist the Participating Teacher.
- 3.1.2.4 Obtain assistance from other subject area specialists or specialists from other districts and COE's, for the participating teacher as the need indicates.
- 3.1.2.5 Select outside brokered teachers (i.e. subject area specialists) with approval of the panel members.
- 3.1.2.6 Continue to provide assistance to the referred participating teacher not to exceed one calendar year from the date of assignment or the Participating Teacher is satisfactory, or that further assistance will not be productive. The Consulting Teacher will provide reports that describe program participation (anecdotal) only. A copy of the Consulting Teacher's report shall be submitted to and discussed with the Referred Participating Teacher to receive their input and signature before it is submitted to the Joint Panel. The Participating Teacher's signing of the report does not necessarily mean agreement, but rather that the employee has received a copy of the report. The Consulting Teacher shall submit a final report to the Joint Committee. The Referred Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report.

- 3.1.2.7 If there are no unsatisfactory evaluations and no voluntary participating teachers then the Consulting Teacher will research any recommended appropriate staff development activities supplemental to the administrative determined staff development activities.
- 3.1.3 Consulting teachers should be "held harmless" and are protected from legal liability in the execution of their assigned duties. The SCCOE shall provide legal defense, if necessary, at no expense to the Consulting Teacher. Consulting Teachers are not acting in a management or supervisory role and shall not be considered management under the EERA.
- 3.1.4 The program shall expect and strongly encourage a cooperative relationship between the consulting teacher and the evaluating administrator with respect to the process of peer assistance and review



**APPENDIX H**

**2024-25 SANTA CRUZ COUNTY OFFICE OF EDUCATION & STUDENT PROGRAM CALENDAR**

**(See next page)**



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Aug.				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

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

Oct.		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

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

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

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

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

Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

May					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

**APPENDIX I**  
**SANTA CRUZ COUNTY OFFICE OF EDUCATION 2024-2025**  
**CERTIFICATED SALARY SCHEDULE**  
**(See next three pages)**



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**185 Day Certificated Teacher and Counselor Salary Schedule**  
**2024-2025, Effective 7/1/2024**

Years of Service	<u>Intern/Permit</u>	<u>Fully Credentialed</u>			
	BA "A"	BA + 30 "I"	BA + 40 "II"	BA + 60 "III"	BA + 80 "IV"
1	\$52,480	\$59,829	\$60,158	\$60,487	\$60,649
2	\$53,139	\$59,992	\$60,324	\$60,649	\$61,494
3	\$53,792	\$60,158	\$60,487	\$61,494	\$64,413
4	\$54,449	\$60,324	\$60,649	\$64,413	\$67,334
5	\$55,107	\$60,487	\$61,494	\$67,334	\$70,253
6	\$55,760	\$60,649	\$64,413	\$70,253	\$73,176
7		\$61,494	\$67,334	\$73,176	\$76,093
8		\$64,413	\$70,253	\$76,093	\$79,014
9			\$73,176	\$79,014	\$81,932
10			\$76,093	\$81,932	\$84,853
11			\$79,014	\$84,853	\$87,772
12				\$87,772	\$90,694
13				\$90,694	\$93,612
14				\$93,612	\$96,534
15					\$99,465
16					\$101,945
19					\$104,435
22					\$106,983
25					\$109,594

Association members holding a valid California Credential are eligible for placement in Columns I - IV

Schedule is based on 185 working days per year

Responsibility Factor: (additional 10%)

Daily Rate for Additional Days

10% - Head Teacher

10% - Program Specialist

Bilingual - \$1,500 annual stipend (pro-rated)\*

10% - Resource Specialist\*\*

\*when identified as a requirement of the position

\*\*Assigned Case Managers Only

Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)

If Both Master's and Doctorate Degree - Additional \$400 annual stipend

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbabh, Superintendent**  
**220 Day Certificated Salary Schedule**  
**2024-2025, Effective 7/1/2024**

Years of Service	<u>Intern/Permit</u>	<u>Fully Credentialed</u>			
	BA "A"	BA + 30 "I"	BA + 40 "II"	BA + 60 "III"	BA + 80 "IV"
1	\$62,409	\$71,149	\$71,539	\$71,930	\$72,125
2	\$63,193	\$71,340	\$71,736	\$72,125	\$73,129
3	\$63,971	\$71,539	\$71,930	\$73,129	\$76,597
4	\$64,752	\$71,736	\$72,125	\$76,597	\$80,073
5	\$65,531	\$71,930	\$73,129	\$80,073	\$83,546
6	\$66,311	\$72,125	\$76,597	\$83,546	\$87,021
7		\$73,129	\$80,073	\$87,021	\$90,487
8		\$76,597	\$83,546	\$90,487	\$93,960
9			\$87,021	\$93,960	\$97,434
10			\$90,487	\$97,434	\$100,907
11			\$93,960	\$100,907	\$104,377
12				\$104,377	\$107,851
13				\$107,851	\$111,325
14				\$111,325	\$114,799
15					\$118,282
16					\$121,233
19					\$124,193
22					\$127,223
25					\$130,325

Association members holding a valid California Credential are eligible for placement in Columns I - IV

Schedule is based on 220 working days per year

Responsibility Factor: (additional 10%)

Daily Rate for Additional Days

10% - Head Teacher

10% - Program Specialist

Bilingual - \$1,500 annual stipend (pro-rated)\*

10% - Resource Specialist\*\*

\*when identified as a requirement of the position

\*\*Assigned Case Managers Only

Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)

If Both Master's and Doctorate Degree - Additional \$400 annual stipend

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**2024-2025 Credentialed Professional Services Salary Schedule**  
**Nurse / Psychologist / Speech & Language Pathologist**  
**Effective July 1, 2024**  
**Fully Credentialed**

Years of Service	Speech & Language Pathologist	Nurse	Psychologist	Speech & Language Pathologist-Early Start	Countywide School Health Coordinator
	190 Days	190 Days	195 Days	205 Days	220 Days
1	\$79,131	\$86,667	\$88,948	\$85,375	\$99,869
2	\$81,012	\$88,733	\$91,067	\$87,410	\$102,245
3	\$82,898	\$90,798	\$93,187	\$89,442	\$104,625
4	\$84,781	\$92,863	\$95,307	\$91,475	\$107,004
5	\$86,666	\$94,930	\$97,427	\$93,509	\$109,387
6	\$88,551	\$96,994	\$99,548	\$95,540	\$111,765
7	\$90,435	\$99,060	\$101,666	\$97,573	\$114,147
8	\$92,319	\$101,125	\$103,787	\$99,607	\$116,527
9	\$94,203	\$103,191	\$105,906	\$101,639	\$118,908
10	\$96,086	\$105,256	\$108,026	\$103,674	\$121,286
11	\$97,970	\$107,320	\$110,145	\$105,705	\$123,665
12	\$99,856	\$109,387	\$112,265	\$107,739	\$126,048
13	\$101,739	\$111,452	\$114,384	\$109,770	\$128,425
14	\$103,622	\$113,518	\$116,506	\$111,802	\$130,805
15	\$105,507	\$115,583	\$118,626	\$113,835	\$133,187
16	\$107,392	\$117,649	\$120,747	\$115,870	\$135,567
19	\$109,275	\$119,714	\$122,865	\$117,902	\$137,946
22	\$111,158	\$121,779	\$124,985	\$119,935	\$140,327
25	\$113,043	\$123,810	\$127,069	\$121,969	\$142,665

**Daily Rate for Additional Days**

**Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)**

**If Both Master's and Doctorate Degree - Additional \$400 annual stipend**

**Bilingual \$1,500 Stipend (pro-rated)\***

**\* when identified as a requirement of the position**

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved



Santa Cruz County Office of Education And the  
Santa Cruz County Education Association/CTA/NEA

TENTATIVE AGREEMENT

Side Letter to the 2017-2018 CTA Contract June 12, 2017

The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association (CTA) per mutual agreement open negotiations for one purpose only for the 2016/17 fiscal year. SCCOE and CTA hereby agree to the following side letter to the 2016-17 Certificated Employee Unit Agreement on the following terms and conditions :

1. Article 6.1.5: Santa Cruz County Office of Education Certificated Employees hired before 7/1/2017 who have passed the Classified Bargaining Unit Bilingual Exam as a classified employee, will be eligible to receive the ongoing Bilingual Stipend. The stipend amount for a 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part- time assignments and/or partial year service.

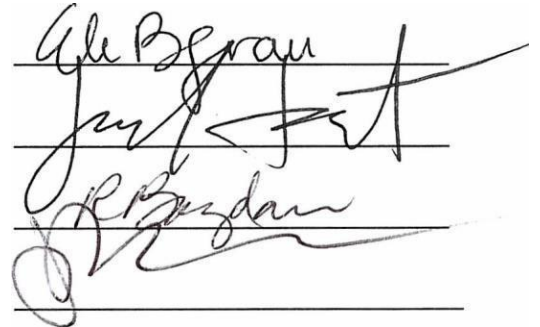
2. Language to be revised as:

Article 6.1.5 Bilingual Stipend: Certificated Employees that acquire CTE authorized bilingual certification such as BCLAD or CSET: World Languages Exam will receive an ongoing stipend . And, Certificated Employees hired before 7/1/2017 that have passed the Classified Bargaining Unit Bilingual Exam as a classified employee will be eligible to receive the ongoing Bilingual Stipend . The stipend amount for either option shall be paid as follows; 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part-time assignments and/or partial year service.

For SCCOE:

  
Mary H. 8/21/17

For SCCEA/CTA/NEA:

  
Ale B. Gran

## **APPENDIX J**

### **Health and Safety practices during the COVID 19 Pandemic**

SCCOE and SCCEA agree to follow COVID 19 guidelines for schools created by the California Department of Health and the California Division of Occupational Safety and Health.

### **Covid Leave Days**

Both units agree to working on an ongoing MOU for Covid Leave days for unit members.

### **Establishment of Evaluation Committee**

Both units agree to forming an evaluation committee, to update and streamline the current Certificated Evaluation.



## APPENDIX K

Santa Cruz County Office of Education  
And the  
Santa Cruz County Education Association (SCCEA/CTA/NEA)

**Side Letter on Incentivising SCCEA One-Hundred and Eighty-Five (185) day and Professional Services Employees to Work During the 2021 Summer Session**

May 25, 2021

**Implementation of AB 86, COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements.**

A local educational agency (LEA) receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

**I. Stipend:**

The Santa Cruz County Office of Education (SCCOE), agrees that it will pay one-hundred and eighty-five (185) day permanent certificated employees and employees assigned to the Professional Services Salary Schedule, a one-time stipend of one thousand dollars (\$1,000) upon the successful completion of their 2021 Extended School Year (ESY) or Summer School assignment. One-time stipends will be paid out to eligible employees on the first available supplemental pay date following the completion of their ESY/Summer School Assignment. To be eligible to receive the full one-time stipend, employees must meet the following criteria:

- a. Must be one-hundred and eighty-five (185) day permanent certificated employees or employees assigned to the Professional Services Salary Schedule.
- b. Be an active employee throughout the entirety of their ESY/Summer school assignment.
- c. Complete at-least ninety percent (90%) of the total hours of their ESY/Summer School assignment as verified by employee timesheets. Eligible Employees shall not be eligible to use any types of leaves available to them to help meet the ninety percent (90%) requirement.
- d. In no event shall a stipend exceed one thousand dollars (\$1000).

Initials SCCEA/CTA/NEA  
Initials SCCOE

*EBG*  
FS

**2. Job Share:**

In the event that, otherwise eligible, employees decide to "job share" an ESY/Summer School assignment, the amount owed to each employee shall be prorated based on total hours worked for each employee.

- a. In no event, shall the combined amount received for "job share" assignments exceed one thousand dollars (\$1000).
- b. A written statement of hours and days worked by each employee, involved with an ESY/Summer School "job share", shall be on file with the employee's department and with the payroll department.
- c. All other criteria as outlined above (1 a-c) must be met to be eligible to receive the stipend.

**4. Leaves:**

Sick leave, comp time, floating holidays, or any other type of leave may not be counted towards the 90% threshold needed to receive the stipend.

**5. In Person:**


The intent of this MOU is to enable the provision of in person services to students. If a unit member provides remote services, such service shall not count toward the 90% threshold needed to receive the stipend.

**6. Further Negotiation:**

This MOU does not preclude the parties to enter into future agreements regarding the provision of in person services.

**7. Duration of Agreement:**

This MOU is a temporary agreement to address the extraordinary circumstances created by the novel coronavirus (COVID-19) pandemic. It does not create any precedents nor establish the status quo for future bargaining purposes. This MOU shall remain in effect until July 30, 2021

Dated: 6/6/2021	By: Faris Sabbah SCCOE Superintendent 
Dated:	By: Elizabeth Burnhamgrau Santa Cruz County Education Association California Teachers Association
Dated:	By: Santa Cruz County Education Association Labor Relations Representative

## APPENDIX L

Santa Cruz County Office of Education  
And the  
Santa Cruz County Education Association/CTA/NEA

TENTATIVE AGREEMENT  
Memorandum of Understanding to the 2022-2023 SCCEA Contract

June 16, 2022

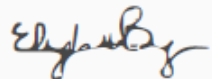
The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association/CTA/NEA (SCCEA) hereby agree to the following Memorandum of Understanding to the 2022-2023 Certificated Employee Unit Agreement on the following terms and conditions:

All CTA bargaining unit members shall be provided a \$2,000.00 one-time off-schedule payment. Any bargaining unit member in active status on May 27, 2022 shall be paid except that anyone who started working in a bargaining unit position after July 1, 2021 shall have the one-time payment pro-rated according to the number of months that they worked. Any partial month shall be counted if the employee worked at least one day in that month.

For SCCOE:



For SCCEA:

Elizabeth Burnhamgrau 

Mike Powers



Vito Chiaramonte 

Joshua Engelhardt





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

# **Classified Employee Unit Agreement**

**By and Between the  
Santa Cruz County Superintendent of Schools and the  
California School Employees Association, Chapter #484**

**July 1, 2024 - June 30, 2027**

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## **PREAMBLE**

THIS AGREEMENT, hereinafter referred to as the "Agreement" is entered into by and between the Santa Cruz County Superintendent of Schools hereinafter referred to as "County Superintendent," designated as the County Office of Education (COE), and the California School Employees Association (CSEA), Santa Cruz County Office of Education (COE), Chapter #484, hereinafter referred to as "Association".

The term "Agreement" as used herein means the written agreement provided under Section 3540.1(h) of the Government Code and addresses all those subjects defined by Government Code Section 3543.2 to be within the scope of representation. In that, within the County Office of Education (COE), a Merit System has been established, the parties recognize that the Personnel Commission of the Santa Cruz County Office of Education (COE) has the rule-making responsibility and authority as currently defined in Education Code Section 45261.

## **PREAMBLE TO THE CALIFORNIA SCHOOL EMPLOYEES BARGAINING UNIT CONTRACT**

The purpose of the Preamble is to give employees important information and clarification on items that are found within the contract and Merit Rules. **This is informational only and nothing in this preamble shall be grievable. It is not meant to take the place of any language found elsewhere in the Bargaining Unit Contract or Merit Rules of the Santa Cruz COE Personnel Commission.**

Becoming a permanent employee:

- Temporary Employees, who later become regular employees, are encouraged to look at purchasing "Service Prior to Membership" through CalPERS. It is to the employee's advantage to look at this option as quickly as feasible as this is the most cost efficient way to purchase this time versus later in their career. For additional information, please contact CalPERS.

Upon hire, promotion, or other changes in classification, employees will be evaluated at two (2) months, five (5) months, and annually thereafter. If an employee evaluation is not completed by the due date, a "Satisfactory Evaluation" for that period will be given to the employee. Representation by a CSEA Representative may be requested at any evaluation. **See Article 8 for additional information.**

Members who are newly hired, promoted, or in some cases change classification (from one Classification Family to another), must complete a six (6) month probationary period. During the probationary period, an employee may be dismissed due to "cause". The role of, and representation by, CSEA during the probationary employee dismissal process is limited. **See Merit Rule 6.102 for additional information.**

Sick and vacation balances will be credited to employees on July 1st of each year. Keep in mind that leave balances may not be accurately reflected on paycheck stubs and Enterprise Resource Program at that time. Additionally, leave balances typically are a month behind when printed on paycheck stubs. You may email the Santa Cruz County COE benefits department if actual leave balances are needed. **See Article 14 for additional information.**

New Hire Orientation Meeting:

Newly hired members of CSEA will have access to a local Chapter Union Representative during their New Hire Orientation. During this meeting, the CSEA Representative will discuss, but is not limited to discussing:

- CSEA Member Benefits
- CSEA Meeting Times and Locations
- CSEA Executive Board Members
- Explanation of Union Dues
- Explanation of the Classified Evaluation Process
- Information on where to find the current local CSEA Chapter Contract

The California School Employees Association (CSEA) dues are one and a half percent (1.5%) of monthly gross salary and are not to exceed the CSEA annual cap (currently \$472.50 per year). In addition, there is a local dues chapter assessment of two dollars (\$2) per month. **See CSEA Chapter 484 Constitution and Bylaws for additional information.**

## ARTICLE 1

### RECOGNITION

- 1.1 The County Superintendent recognizes the Association as the exclusive representative for the employees in the Classified Unit.
- 1.2 The Classified Unit consists of those non-certificated employees assigned a permanent or probationary status, rendering service to the COE in positions within the recognized, appropriate unit. This recognized, appropriate unit shall include all positions within the classified service of the County Superintendent, excluding those positions which can lawfully be declared management, confidential and supervisory.
- 1.3 The bargaining unit may be expanded to other classes or otherwise altered by the mutual agreement of the County Superintendent and Association subject to the rules of the Public Employment Relations Board (PERB). Disputed cases may be submitted to the PERB either unilaterally or jointly for resolution.
- 1.4 This Agreement applies only to employees in the above described representation unit.



## **ARTICLE 2**

### **TERM**

- 2.1 The term of this Agreement shall commence on July 1, 2024 and terminate June 30, 2027, a total of three (3) years.
- 2.2 It is understood that any or all Articles of this Agreement may be reopened during the initial year of the term.
- 2.3 In years two (2) and three (3) of the duration of the contract term, negotiations may be reopened for the purpose of negotiating Article 11, Pay and Allowances, Article 12, Health and Welfare Benefits, and a maximum of two (2) additional articles per party.
- 2.4 During the term of this Agreement, any and all modifications shall be regulated by the provisions outlined in Article 24, Completion of Agreement.

## **ARTICLE 3**

### **COUNTY SUPERINTENDENT OF SCHOOLS RIGHTS**

- 3.1 All matters not specifically enumerated in this Agreement are reserved to the public school employer as provided by law.

## ARTICLE 4

### EMPLOYEE RIGHTS

- 4.1 The County Superintendent and the Association recognize the right of employees to form, join and participate in lawful activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee organization activities.
- 4.2 The County Superintendent and Association agree that they shall not interfere with, intimidate, restrain, coerce, or discriminate against employees because of the exercise of rights to engage or not to engage in Association activities.
- 4.3 To the extent prohibited by law, no employee shall be discriminated against because of race, religion, political affiliation, marital status, age, sex, or physical handicap.
- 4.4 Personnel Files
  - 4.4.1 The personnel file of each employee shall be maintained at the central administration office of the County Superintendent. No adverse action of any kind shall be taken against an employee based upon written materials which are not in the employee's personnel file.
  - 4.4.2 Materials in an employee's personnel file shall be available for the inspection of the employee, except that such material shall not include ratings, reports, or records which are: obtained prior to the employment of the employee; prepared by identifiable examination committee members; obtained in connection with a promotional examination.
  - 4.4.3 The employee shall have the right to inspect such material in the personnel file, except that listed above, upon request by appointment, providing such request and review are made when the employee is not required to render service to the COE.
  - 4.4.4 Employees shall be provided with copies of any derogatory written material five (5) workdays before it is placed in the employee's personnel file. The employee shall be given an opportunity during normal working hours and without loss of pay to initial and date the material and prepare a written response to such material. The written response shall be attached to the material.
  - 4.4.5 Any person who places or prepares written material or drafts written material for placement in an employee's file shall sign the material and signify the date on which such material was drafted. Any written materials placed in a personnel file shall indicate the date of such placement.
  - 4.4.6 Employees have the option of requesting that the County Superintendent seal derogatory material contained in their personnel file two years after the entry of such material. Said seal shall only be broken at the direction of the County Superintendent after written notice has been sent to the employee.
- 4.5 An employee has the right to defend themselves against any and all allegations made against them and be represented by counsel or CSEA representative.
  - 4.5.1 A unit member may suspend a meeting, which in their opinion, is disciplinary in nature, to seek representation.

## ARTICLE 5

### ASSOCIATION RIGHTS

- 5.1 The Association shall be allowed the use of County Superintendent facilities for necessary meetings when not otherwise in use. All policies and procedures regulating the use of facilities shall be followed.
- 5.2 The Association may utilize school equipment, not otherwise in use, which is normally available to staff within the employee's work areas. The Association shall supply all consumable materials used and shall reimburse the County Superintendent for any repairs or damage to the equipment used.
- 5.3 The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards. Bulletin boards purchased by the Association may be placed in each school building. Size and location of bulletin boards shall be as approved by the Superintendent or designee.
- 5.4 The Association may use the Santa Cruz COE communication service, including email, for communication related to unit business.
- 5.5 Representatives of the Association shall be permitted to transact Association business on school property during non-instructional time and not in the presence of students and in conformance with the regulations of the County Superintendent.
- 5.6 Informational Rights
  - 5.6.1 The right to be supplied with a complete seniority roster of all bargaining unit employees on the effective date of this Agreement and every year thereafter. The roster shall indicate the employee's present classification and primary job site.
  - 5.6.2 The right to receive, without charge upon request, information required by law or relating to the scope of negotiations which is relevant for the Association to fulfill its role as the exclusive representative of bargaining unit employees by this Agreement.
  - 5.6.3 The right to conduct orientation sessions about this Agreement and CSEA for bargaining unit employees within the first six (6) months of employment.
- 5.7 Release Time
  - 5.7.1 An employee elected or appointed to a state office of the CSEA shall have the right of reasonable release time to conduct necessary state Association business.
  - 5.7.2 Association shall have a total of five (5) days of paid leave to utilize for professional conferences. Said individual or individuals shall be excused from duties upon two (2) days advance written notice to the Superintendent by the Association President. Association shall reimburse the COE for the cost of substitutes for the individual or individuals when substitutes are required and used by the office.
  - 5.7.3 The right of release time for the Chapter President or designee to attend County Board and Personnel Commission meetings.

- 5.7.4 Unelected members of the Association may use Association Leave to attend any important organizational activity, but only if the following exist:
  - 5.7.4.1 The Association makes the request for the leave;
  - 5.7.4.2 The Association has authorized the use of leave for the organizational activity;
  - 5.7.4.3 The Association provided five (5) days' notice for the requested leave;
  - 5.7.4.4 Participation is limited to a maximum of ten percent (10%) per department with a minimum of one (1) unelected Unit member at any one time.
- 5.7.5 For Association Leave for unelected members, the Association must reimburse the employer for all compensation, including retirement contributions, paid to any Unit member on account of their use of Association leave and must do so within ten (10) days of the receipt of the COE's certification of payment to the Unit member.
- 5.7.6 Members of CSEA's negotiating team shall be entitled to meet, with sufficient notice, for an aggregate of sixty (60) employee hours during the year to prepare for negotiations in addition to the time actually spent in negotiations.

5.8 Duplication of Contract

- 5.8.1 Within thirty (30) days after the execution of this contract, the County Superintendent shall print or duplicate and provide without charge, fifteen (15) copies of this Agreement to Unit leadership and maintain the then current Agreement on the Santa Cruz COE website.

## ARTICLE 6

### JOB STEWARDS

- 6.1 The County Superintendent recognizes that the Association may elect to designate Job Stewards from among employees of the unit. It is agreed that the Association, in appointing such stewards, does so for the purpose of promoting an effective relationship between the parties to this Agreement by assisting in the settlement of problems at the lowest level of supervision.
- 6.2 The Association may designate the number and the method of selection of Job Stewards. The Association shall notify the County Superintendent, in writing, of the names of the Job Stewards and groups they represent. If a change is made, the County Superintendent shall be advised, in writing, of such change.
- 6.3 Job Stewards shall have the responsibility to assist in investigation, preparation, writing, and presentation of any grievance for the group they represent. A Job Steward shall notify their supervisor that they are leaving their normal work area and shall notify the supervisor of the grievant of their presence. A Job Steward shall be permitted to leave their work area during work hours at reasonable times in order to assist in processing a grievance. There will be no loss in compensation to the Job Steward. A Job Steward shall report to their supervisor upon return to normal duty.
- 6.4 A Job Steward shall be reasonable in performing their duties in order to provide minimum interruption to the duties and responsibilities of both the Job Steward and the grievant, as well as the functioning of their respective departments.

## ARTICLE 7

### ORGANIZATIONAL SECURITY

#### 7.1 Membership Dues Deductions

The CSEA 484 shall have the sole and exclusive right to receive the payroll deduction for regular membership dues. Santa Cruz COE shall deduct dues in accordance with the current CSEA dues schedule which CSEA shall provide to Santa Cruz COE and in compliance with this Article. Santa Cruz COE shall pay CSEA within fifteen (15) days of the deduction, all sums so deducted. Santa Cruz COE shall provide a listing of bargaining unit employees and dues deductions along with the payment. CSEA shall notify Santa Cruz COE of all employees who become members of CSEA and who are subject to dues deductions.

#### 7.2 Membership Status and Information

- 7.2.1 Santa Cruz COE shall distribute CSEA supplied membership packets to new hires and will receive returned membership applications for collection by CSEA.
- 7.2.2 Santa Cruz COE shall refer all employee questions about CSEA membership or dues to the CSEA Labor Relations Representative and shall obtain employee approval on behalf of CSEA before processing any revocation request.
- 7.2.3 Santa Cruz COE shall take reasonable steps to safeguard the privacy of bargaining unit members' personal information, including but not limited to Social Security numbers, personal addresses and personal phone numbers.
- 7.2.4 Santa Cruz COE shall not interfere with the terms of any agreement between CSEA and employees with regard to membership in CSEA, including but not limited to automatic renewal yearly unless a worker drops out during a specified window period.

#### 7.3 Hold Harmless Provision

- 7.3.1 CSEA agrees to reimburse Santa Cruz COE, its officers or agent, for any award or compromise of damages or liability arising out of any court or administrative action challenging the legality or compliance with the organizational security provisions of this Agreement providing Santa Cruz COE has given CSEA prompt notice.
- 7.3.2 CSEA shall defend and indemnify Santa Cruz COE for any claims arising from its compliance with this article for any claims made by an employee for deductions made in reliance on information provided by CSEA to the Santa Cruz COE to cancel or change membership dues authorization.
- 7.3.3 CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

## ARTICLE 8

### PERFORMANCE REVIEW

- 8.1 For the purpose of this article, "immediate supervisor" will be defined as the direct Supervisor, Manager, Director, Senior Director, Executive Director, Assistant Superintendent, Associate Superintendent, or Deputy Superintendent of the employee being evaluated.
- 8.2 All regular classified employees shall be evaluated by their immediate supervisors in accordance with the following schedule:
- 8.2.1 **Probationary employees** - At the end of the second (2nd) and fifth (5th) months of service.
- 8.2.2 **Permanent employees** - Performance reviews are to be completed at least once each year during the month prior to the employee's anniversary date. Exceptions to this requirement are if either the employee and/or supervisor are unable to be present due to unexpected medical, personal, or other authorized leave.
- 8.2.3 **Special performance review** – A supervisor may at any time, with the approval of the responsible department head, issue to an employee a Notice of Commendation, a Notice of Unsatisfactory Service, or a Notice of Satisfactory Service. Such notices shall be made on prescribed forms and shall set forth, when required, specific reasons for recognition of outstanding, unsatisfactory, or satisfactory service by the employee. They shall be delivered to the employee personally by the supervisor. A copy of such notice shall be placed in the employee's personnel record and shall be available for review in connections with promotional examinations.
- 8.2.4 **Employee initiated performance review** - Any permanent employee may request an additional performance review to be completed and placed in the personnel file. Such a performance review shall be completed within forty-five (45) days by the immediate supervisor following receipt of the request. Such performance reviews may not be requested within thirty (30) days of receipt of a previous performance review.
- 8.2.5 **Employees** may request CSEA representation at any performance review meeting.
- 8.2.6 Evaluations for off-site employees may be conducted at the work site or at the main Santa Cruz COE building, upon mutual agreement between the evaluator and the employee. The employee will receive compensation for evaluation meetings scheduled outside of their regularly scheduled work hours and reimbursed for mileage to attend meetings at a location other than their assigned work site.
- 8.3 Each immediate supervisor under whom the employee has served for sixty (60) working days or more during any rating period shall provide a performance review, even though the employee may have transferred.
- 8.4 Effect of Performance Reviews
- 8.4.1 A summary rating of "does not meet the requirements of the job" on a performance review for a probationary employee may be grounds for immediate dismissal.
- 8.4.2 An employee shall be eligible for a merit step increase unless the Classified Performance Review receives a summary rating that the "employee does not meet the requirements of the job."



- 8.4.3 If a supervisor fails to make a performance review at the proper time, the employee shall not be denied a merit increase determined by the employee's anniversary date.
- 8.4.4 Failure by the supervisor to provide a performance review to the employee in the above time frames will be considered a satisfactory performance review.

#### 8.5 Procedure to be Followed

- 8.5.1 Performance review reports shall be made on forms prescribed by the Agreement (see Appendix G), and shall be written by the employee's immediate supervisor. The form shall be reviewed by the appropriate Assistant Superintendent or Divisional Director.
- 8.5.2 All performance reviews shall provide an opportunity for discussion between the employee and the reviewer.
- 8.5.3 The immediate supervisor shall present the performance review report to and discuss it with the employee. For classroom staff, the site teacher is strongly encouraged to participate in the process as much as they are able. The performance review form shall be signed by the employee to indicate receipt, and the employee shall be given a signed copy at the time of the review. When the employee is no longer supervised by the person preparing the performance review, it may be delivered by certified mail. The employee will have the right to review and respond to any comment and such responses shall be included in the employee's personnel file.
- 8.5.4 If an employee performance problem develops, either party is encouraged to discuss the problem before a formal written Notice of Unsatisfactory Service is initiated or a performance review is due.
- 8.5.5 No performance review shall be based solely upon hearsay statements but shall be based primarily upon the direct observation and/or knowledge of the reviewer.
- 8.5.6 Any negative performance review will include specific recommendations for improvements and appropriate time lines to allow for improvements to occur. The employee will have the right to review and respond to any statement and such response shall be included in the employee's personnel file. An employee wishing to respond shall have fifteen (15) working days subsequent to the performance review.
- 8.5.7 Performance review reports shall be filed in the employee's personnel records in the Human Resources Department and shall be available for review by staff authorized by the statutes in connection with promotional examinations and disciplinary action.

## ARTICLE 9

### HOURS AND OVERTIME

#### 9.1 Workday and Workweek

The maximum number of hours of regular employment of an employee is eight (8) hours a day and forty (40) hours a week. However, the County Superintendent may employ persons for lesser periods of time and may, through authorized administrators, order and authorize employees to work in excess of eight (8) hours in one day or forty (40) hours in one week.

9.1.1 The length of the workday shall be designated by the County Superintendent for each classified assignment at the time of employment.

9.1.2 Working hours for Outdoor Science School employees may include evening and overnight shifts in order to maintain proper oversight of students in residence.

9.1.3 Each employee shall be assigned a fixed, regular minimum number of hours.

9.1.4 A workweek will be defined from Monday to Sunday.

#### 9.2 Rest Period

9.2.1 All six (6) hour or more employees shall be granted two (2) fifteen (15) minute rest periods, one in the morning and one in the afternoon of each work day. Employees who work less than six (6) hours shall be granted one (1) fifteen (15) minute rest period midway through each work day.

9.2.2 Employees not wishing to take the rest periods may not take longer lunch periods and may not leave their places of employment thirty (30) minutes early as a result.

9.2.3 Each supervisor is expected to arrange for appropriate times for rest periods of employees for which the supervisor has direct supervision.

#### 9.3 Lunch Period

All employees whose regular workday is six (6) hours or more shall be entitled to an uninterrupted lunch period. The length of time for such lunch period shall be a period of no longer than one (1) hour and no less than one-half (1/2) hour and shall be scheduled for full-time employees at or about the mid-point of each work shift.

#### 9.4 Overtime Defined

9.4.1 Overtime is ordered and authorized work time and is defined as time required, suffered, or permitted to be worked in excess of eight (8) hours in one day or forty (40) hours in any calendar week. Employees who are requested to provide services and attend meetings outside of their regular working hours shall be given reasonable notice, and shall be paid for the time spent providing the services at their appropriate rate of pay. For the purpose of computing overtime, the number of hours "worked" includes paid holidays, sick leave, vacation, compensatory time off, or any other paid leave of absence.

## 9.5 Compensation for Overtime

- 9.5.1 All overtime hours, except those overtime hours exceeding twelve (12) hours in one day, shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the employee. Those overtime hours exceeding twelve (12) in one day shall be compensated at a rate of pay equal to two times the regular pay of the employee.
- 9.5.2 Employees will be compensated at a rate of pay equal to two times the regular pay of the employee when overtime hours exceed eight (8) hours on the seventh consecutive day of work in a workweek.
- 9.5.3 Compensation time off may be allowed in lieu of cash payment, if mutually agreed by both parties. Compensatory time off shall be earned at a rate of one and one-half times the regular rate. Compensatory time off shall not hinder the services rendered by the COE. Any dispute as to the hindrance of services shall be resolved by the Superintendent or designee. The employee may request compensatory time off in lieu of overtime payment and may be granted such time off with the approval of the employee's supervisor. However, compensatory time off which is not taken shall be paid for in cash at the appropriate overtime rate, and at the employee's rate of pay at the time payment is made. Any unused compensatory time as of October 31 will be paid in December. Any unused compensatory time as of May 31 will be paid in July.
- 9.5.4 At no time shall compensatory time be accrued in excess of ninety (90) hours. Any compensatory time in excess of ninety (90) hours shall be paid to the employee during the next pay period after it was earned.

## 9.6 Call In and Call Back Time

- 9.6.1 Any employee called into work on a day when not scheduled to work or called back to work after completion of their regular assignment shall receive a minimum of two (2) hours pay at their appropriate rate of pay.
- 9.6.2 A supervisor requesting an employee to work on overtime, call back, or call in basis shall consider the employee's personal circumstances prior to directing such service.

## 9.7 Work Year

- 9.7.1 For ten (10) month employees employed in classification within the Instructional Support Family (refer to Appendix A), the work year shall consist of a minimum of one hundred eighty five (185) workdays. The workdays will be consistent with the appropriate site and department instructional calendar and will coincide with all days defined for classroom instruction and department required training. For those days wherein school is not in session, employees of the Instructional Support Family will be assigned duties relevant to their assignment, including professional development, employee orientation, classroom preparation and activities related to enhancing the educational experience of students.
- 9.7.2 A proposed calendar will be provided to the Association for input prior to the meeting of the Calendar Committee. Subsequently, the final draft calendar shall be sent to the Association for approval. The Superintendent will make it a priority to provide ten (10) month employees a final calendar by the end of the school year, including a return date for the following year. Should there be further changes required to the calendar; employees will be given a minimum of a six (6) week notification for their first day back at work. Exceptions to the timeline include fiscal or scheduling emergencies affecting a district not within the County

Superintendent's purview.

- 9.7.3 For school year calendars having a 29th day in February, twelve (12) month employees will be authorized an additional non-work day. For Instructional staff only, the non-work day may be scheduled during any period other than the instructional work year as reflected on the COE adopted calendar. The scheduling will be accomplished with departmental approval.

## ARTICLE 10

### HOLIDAYS

#### 10.1 Designated Paid Holidays

During the course of each annual service year, the fifteen (15) holidays identified below will be observed.

##### 10.1.1 Holidays shall include:

1. January 1
2. Martin Luther King's birthday or a day in lieu thereof
3. Lincoln's Day or another in lieu day in February
4. The third Monday in February, known as "President's Day"
5. The last Monday in May, known as "Memorial Day"
6. June 19, known as "Juneteenth"
7. July 4
8. The first Monday in September, known as "Labor Day"
9. A day in lieu of Admission Day
10. November 11, known as "Veteran's Day"
11. The Thursday in November proclaimed by the President as "Thanksgiving Day"
12. The Day after Thanksgiving
13. December 25
14. Either December 24 or December 26
15. A Board designated holiday

10.1.2 In addition, each bargaining unit employee shall be entitled to two and one-half (2-1/2) additional holidays at their choosing provided they notify their immediate supervisor ten (10) days in advance.

10.1.2.1 Ten (10) month "Instructional Support" unit members covered under this section and assigned to classroom and/or instructional duties shall be paid for the two and one-half (2-1/2) days as part of their annual compensation in lieu of this holiday.

10.1.2.2 If any or all entitled holiday applicable to section 10.1.2 is not utilized prior to May 31 in the fiscal year it was earned, the employee shall be paid for the unused holiday time on the following payroll.

10.1.3 If the holiday falls on a Saturday, the preceding Friday shall be deemed to be the holiday; if the holiday falls on a Sunday, the following Monday shall be deemed to be the holiday.

10.1.4 The Santa Cruz COE will communicate and collaborate with Collective Bargaining Unit leadership when creating annual school calendars to avoid losing scheduled holidays as stated in 10.1.1.

#### 10.2 Eligibility

10.2.1 Employees will be entitled to payment for authorized holidays, provided that they were in a paid status during any portion of the working day immediately preceding or succeeding the holiday.

10.2.2 Employees who are not normally assigned to duty on the holidays shall be paid for those

holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

10.3 Compensation

- 10.3.1 Pay for the holiday shall be at the same rate as the employee would have received had the day not been a holiday.
- 10.3.2 No employee shall be required to work on holidays unless their supervisor has notified the affected employee at least thirty (30) working days in advance of said holiday.
- 10.3.3 Employees required to work on holidays shall be paid for such work at time and a half.
- 10.3.4 Classified employees shall be required to work on the regular holiday for which another day is designated pursuant to this section, and for work eight (8) hours or less, shall be paid compensation at their regular rate of pay.

## ARTICLE 11

### PAY AND ALLOWANCES

- 11.1 As part of compensation, for all full-time employees, the Unit agrees to join with the COE and fund retirement benefits.
  - 11.1.1 As of July 1, 2021, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by three percent (3%).
  - 11.1.2 As of July 1, 2022, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by three and a half percent (3.5%).
  - 11.1.3 As of July 1, 2023, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by eight percent (8%).
  - 11.1.4 As of July 1, 2024, the Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by two percent (2%)
- 11.2 For the 2015-16 year, contractual salary adjustments due mid-year will be advanced to 7/1/2015 and paid on the earliest payroll available after ratification and board meeting.
  - 11.2.1 All future step increases and longevity bonuses will commence on July 1 preceding the completion of the appropriate years of service.
  - 11.2.2 Probationary step increases will not change and will continue to be paid at the six (6) month anniversary date.
- 11.3 An employee shall receive a longevity bonus based upon the following conditions:
  - a. After six (6) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - b. After ten (10) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - c. After fifteen (15) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - d. After twenty (20) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - e. After twenty-five (25) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - f. After thirty (30) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - g. After thirty-five (35) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
- 11.3.1 Base salary will be defined as step and range on the Classified Salary Schedule.
- 11.3.2 Overtime

The longevity bonus will apply to both regular earnings and overtime earnings.

### 11.3.3 Transfer of Service

Only that service rendered in the Santa Cruz COE will be counted for longevity bonus purposes.

### 11.3.4 Y-Rated Employees

People who are Y-rated will receive the range and step on the salary schedule at the time that their salary was frozen. They will continue at this rate until such time as the schedule catches up with their current salary. Longevity will be paid at this frozen range and step. Should the person advance to the second or third phase of the longevity bonus, they will automatically receive these increases. The longevity bonus is a bonus on total salary based on length of time employed within the COE and in no way relates to the range and step of placement and therefore is not affected by the establishment of Y-rate.

11.4 An employee authorized and required to use a personally owned vehicle for CCOE business shall be reimbursed at the established rate.

11.5 Whenever it is determined that an error has been made in the calculating or reporting in any employee payroll or in the payment of any employee's salary, the COE shall, within five (5) working days following such determination, provide the employee with a statement of correction and in the case of underpayment to an employee, a supplemental payment drawn against any available funds.

11.6 When the COE determines a wage overpayment has been made to a unit member, it shall notify the employee in writing of the overpayment, afford the unit member time to respond before commencing repayment, and inform the unit member of their rights and payment options as outlined in Education Code 44042.5.

11.7 The County Superintendent may require the wearing of a distinctive uniform by unit members. The cost of the purchase, lease, or rental of uniforms, equipment identification badges, emblems, and cards required by the County Superintendent shall be paid for by the COE.

11.8 Uniforms: The County Superintendent may require the wearing of a distinctive uniform by unit members. The cost of the purchase, lease, or rental of uniforms, equipment identification badges, emblems, and cards required by the County Superintendent shall be paid for by the COE.

11.8.1 Uniforms, consisting of shirts and or pants, shall be provided upon request for Maintenance Specialist and Maintenance Custodian staff who shall receive six (6) sets, annually. These employees shall be responsible for cleaning their own uniforms. If a uniform needs replacement the employee shall inform the supervisor who will address the issue.

11.8.2 Maintenance and custodial staff shall be allowed up to two hundred dollars (\$200) every two (2) fiscal years for the purchase of "hard" toed boots or shoes. The employer shall reimburse employees within seventy-five (75) days of presentation to the Business Office of documentation that the boots/shoes were purchased in compliance with this section.

### 11.9 Premiums and Stipends

11.9.1 It shall be the responsibility of the Santa Cruz COE to notify employees by June 1, annually, if they are no longer eligible for a premium or stipend. However, if an employee's assignment changes and they will no longer be providing services, employees will be given thirty (30) days notice and the Santa Cruz COE reserves the right to discontinue the premium or stipend until such time that the employee is reassigned to



provide services. Employees will be held harmless if paid, but not assigned to provide services.

11.9.2 Unit members assigned to an eight (8) hour shift with a duty time scheduled to commence at 2:00 p.m., or later, shall be paid five percent (5%) shift differential in addition to that position's regular salary.

11.9.3 A bilingual premium of two and a half percent (2.5%) shall be paid to each employee whenever it is determined by the employer that bilingual skills, including signing, are required as a condition of employment. Unit members may only earn one bilingual/biliterate premium. The employer shall determine the number of bilingual positions needed by site.

a. Bilingual - A unit worker who is certified by the Human Resources as bilingual is one with a demonstrated ability to converse fluently in a language other than English, including sign language. Bilingual competency will be determined by the attainment of a passing score of an oral examination.

11.9.4 A bilingual/biliterate premium of five percent (5%) shall be paid to each employee whenever it is determined by the employer that bilingual/bi-literate skills are required as a condition of employment.

a. Bilingual/Biliterate - A unit worker who is certified by the Human Resources as bilingual/biliterate is one with a demonstrated ability to converse fluently and communicate in writing in a language other than English with the sufficient skill to convert all routine written materials from one language to another.

11.10 Unit members who have earned an Associate, a Bachelor, or a Master's Degree, will be eligible to receive an annual educational incentive. The award amounts are as follows: Three hundred seventy-five dollars (\$375) for an Associate Degree, seven hundred fifty dollars (\$750) for a Bachelor Degree, or a one thousand five hundred (\$1,500) for a Master's Degree. The educational incentive amount will be prorated based upon full time equivalent (FTE), and a maximum of one Degree educational incentive will be credited per employee annually.

11.10.1 Official verification of the educational incentive earned must be submitted to the Human Resources Department by June 15 of any given year.

11.10.2 For each school year in which the educational incentive is initially earned, payment will be awarded in a lump sum, to be reflected in the payroll not later than July 31. Subsequent payment for that educational incentive will be awarded throughout the year at the equivalent monthly proportional rate to the employee's work year.

11.11 Subject to the approval of the superintendent's cabinet, stipends may be allowed for Unit members performing services outside of any Santa Cruz COE classified job descriptions. The performance of these services will not conflict with regularly required duties and will be scheduled outside the member's normal work schedule.

11.12 Stipends for graduate degrees will be prorated to the employee's full-time equivalent (FTE) and work year. A maximum of one Master's degree stipend will be credited per individual employee. A maximum of one Doctorate degree stipend will be credited per individual employee. The Master's degree or the Doctorate degree annual stipend for a full-time equivalent (FTE) will be fifteen hundred dollars (\$1,500). Should an individual have both a Master's degree and a Doctorate degree, the individual will receive an additional annual stipend of four hundred dollars (\$400). When

prorating stipends, a minimum stipend for a Master's degree or Doctorate degree will be a minimum of four hundred dollars (\$400).

#### 11.13 RBT or BCaBA Certification Stipend

11.13.1 A Registered Behavior Technician (RBT) is primarily responsible for the direct implementation of behavior analytic services. Unit members who have completed the RBT Certification process through the Behavior Analyst Certification Board will receive a two hundred and fifty dollar (\$250) stipend for each year that they maintain their certification.

11.13.2 A Board Registered Assistant Behavior Analyst (BCaBA) is primarily responsible to provide behavior-analytic services. Unit members who have completed the BCaBA Certification process through the Behavior Analyst Certification Board will receive a five hundred dollar (\$500) stipend for each year that they maintain their certification.

11.13.3 Official verification and recertification must be submitted to the Human Resources Department by June 15 of any given year. The Santa Cruz COE will not be responsible to remind unit members of an expiration of certification.

11.13.4 For each school year in which the certification stipend is initially earned, payment will be awarded in a lump sum, to be reflected in the payroll not later than July 31. Subsequent payment for that certification stipend will be awarded throughout the year at the equivalent monthly proportional rate to the employee's work year.

11.13.5 A maximum of one (1) certification stipend will be credited per employee annually.

11.13.6 The Santa Cruz COE will not be responsible nor will they reimburse application or renewal fees of either the RBT/BCaBA Certification.

#### 11.14 Up to six (6) members of the CSEA Negotiations Committee shall receive a maximum stipend of three hundred seventy-five dollars (\$375) annually.

11.14.1 The total stipends paid under this subsection shall be limited to two thousand two hundred fifty dollars (\$2,250).

11.14.2 Each year, the CSEA president shall forward to the Chief Business Officer a roster of negotiating team members.

11.14.3 The Santa Cruz COE shall pay each member's stipend within one (1) pay period after receiving the roster.

11.14.4 If CSEA should choose to have more than six (6) members on their team, the two thousand two hundred fifty dollars (\$2,250) shall be divided among the members equally.

#### 11.15 Specialized Physical Health Care Procedures

Specialized Physical Health Care Procedures (SPHC) shall be defined to include catheterization, gavage feeding, suctioning, or other services requiring medically related training as described in California Education Code 49423.5. In addition, procedures where Santa Cruz COE staff must be specifically trained and authorized utilizing Santa Cruz COE SPHC form, shall be included in this definition.

11.15.1 Only Instructional Aides who are trained and assigned to perform SPHC services shall be eligible for this stipend. Instructional Aides will be retrained and certified annually. For

every student requiring SPHC services, there shall be at least two (2) staff members trained to ensure that services can be provided in the absence of the employee to whom this service is primarily assigned.

- 11.15.2 The stipend shall equal five percent (5%) of an employee's base salary and five percent (5%) of any non-regular work year assignment salary if assignment is to work with a student requiring SPHC.
- 11.15.3 Instructional Aides who are hired after July 1, for an assignment that includes SPHC services, must be trained and certified immediately, according to legal requirements. This training shall also be provided to employees who promote, transfer, or as reassigned into such as assignment. The trainer shall be a registered nurse employed by the Santa Cruz COE or other medical provider specified by a Santa Cruz COE school nurse.
- 11.15.4 Instructional Aides trained after July 1, shall have their salary adjusted upward by five percent (5%) on the first (1st) of the month following their certification and assignment, and it will continue through June 30 of the current fiscal year assuming the services are needed for SPHC.
- 11.15.5 It shall be the responsibility of the Santa Cruz COE to notify employees by June 1, annually, if they are no longer eligible for the stipend. However, if an employee's assignment changes and they will no longer be providing services, employees will be given thirty (30) calendar days' notice and the Sanata Cruz COE reserves the right to discontinue the stipend until such time that the employee is reassigned to provide services. Employees will be held harmless if paid, but not assigned to provide services.

#### 11.16 Administration Of Emergency Medications

- 11.16.1 There may be emergency situations where the health and safety of a student requires the administration of medication. Eligible classified employees who have volunteered to be trained to provide emergency medication services may provide such services according to the terms of this section. In no instance shall a classified employee be placed in the position of making a medical diagnosis.
- 11.16.2 Volunteers: Any agreement of classified employees to administer emergency medications to students shall be voluntary. A classified employee who does not volunteer and who has not been trained, shall not be required to administer emergency medications.
- 11.16.3 For purposes of this section, the only approved emergency medications are as follows:
  - Epi-Pen
  - Diabetic medication administration (injections that are not self-administered by students)
  - FDA approved emergency seizure medication (e.g., Diastat, nasal Valium)
- 11.16.4 The administration of emergency medication shall be by an employee who volunteered to be trained and was certified by a medical professional as qualified. All volunteers will maintain their competency as documented by a healthcare professional.
- 11.16.5 Any agreement by an employee to administer emergency medication(s) is strictly voluntary and staff may not be coerced, intimidated, or threatened to volunteer. Any employee who volunteers may rescind their volunteer status up to three (3) workdays after the completion of each training, for that particular medication. After that time, a volunteer may rescind their offer to administer one or more of these medications with a

ten (10) workday notice, or until a new individual student health plan is developed, whichever is less.

- 11.16.6 Volunteer employees shall be trained prior to administering emergency medication. Training may include general training, student specific training, and training for student involvement in selfcare. At the conclusion of the training program and only after the employee has demonstrated competency for a specific service will that employee be certified in writing by the COE as qualified to render the service. Training certificates shall be provided to the employee and kept on file in the Human Resources Department.
- 11.16.7 The District agrees to pay an annual stipend to employees who complete training and volunteer to provide services to students unable to self-administer the above listed services. The stipend for the training and certification shall be paid on a monthly basis to employees who have not rescinded their offer to volunteer to administer the medication.

Epi-Pen	\$ 500
FDA approved emergency seizure medication (e.g., Diastat, nasal Valium)	\$1,000
Diabetic medication administration	\$1,500

- 11.16.8 All stipends are based upon a full year of qualification and willingness of the employee to provide emergency administration of medication. Any employee who is qualified and willing to provide the service for less than one (1) full year shall receive the stipend on a prorated basis. Any employee who rescinds their offer to provide the emergency administration of medication shall cease to receive the stipend.
- 11.16.9 Indemnification: Any classified employee who volunteers to administer insulin injections shall be provided a legal defense and indemnification by the District for any and all civil liability for the administration or failure to administer insulin injections. This information shall be provided in writing to the classified employee and retained in their personnel file. The District is required to both hire a lawyer to defend the classified employee in such a lawsuit *and* to pay the damages, if any.

## ARTICLE 12

### HEALTH AND WELFARE BENEFITS

- 12.1 Effective October 1, 2015 for the 2015-2016 fiscal year, for eligible Unit members, the County Superintendent of Schools shall cover any increase in the cost of Health and Welfare Benefits up to the increase in the High HMO. Thereafter, the County Superintendent of Schools shall contribute an amount comparable to fifty percent (50%) of the increased cost for the High HMO health and welfare outlined in Appendix C. Therefore, should there be an increase in the cost of 2024-2025 health and welfare benefits based on the High HMO plan, the Santa Cruz County Superintendent of Schools will contribute seventy percent (70%) of the increased costs of the benefits. It will be the bargaining unit member's responsibility to pay for any additional cost to health benefits.

For the fiscal year 2024-2025 only, the bargaining unit member will only pay thirty percent (30%) up to an eight percent (8%) increase. COE will cover one hundred percent (100%) of the increases over eight percent (8%).

- 12.2 All members of the Unit assigned a service day of at least six (6) hours, exclusive of the lunch period, in a position requiring service for seventy-five percent (75%) or more of the school year (equals 1,179 hours on an annual basis) shall receive for the term of the contract, as additional compensation, enrollment for the employee and all eligible dependents in the health and welfare benefit programs. (Appendix C)
- 12.3 All members of the Unit assigned a service day of at least four (4) hours, exclusive of the lunch period, but less than six (6) hours, in a position requiring service for seventy five percent (75%) or more of the school year, shall receive for the term of the contract, as additional compensation, enrollment for the employee in the established health and welfare benefit programs. (Appendix C)
- 12.4 All members of the Unit not otherwise participating in the established health and welfare benefit program, or who do not render the requisite service to qualify for paid dependent coverage, may choose to enroll in the established program at their own expense.
- 12.4.1 The employee shall do so by voluntarily authorizing a payroll deduction in the amount necessary to pay all additional premium costs.
- 12.4.2 Employees exercising this option, under 12.4, not working on an extended year basis, shall be responsible for paying the supplemental premium for continued coverage on a month-to-month basis during the summer months.
- 12.4.3 Employees desiring to take advantage of the option provided in 12.4 above must do so within thirty (30) days from the date of their initial employment.
- 12.5 Unit members have an option to enroll domestic partners in the health and welfare benefit plans. Members electing this option must follow all the procedures and meet eligibility as outlined by the Self Insured Schools of California (SISC).
- 12.6 Unit members shall participate in each program as soon as the eligibility requirements have been satisfied and the enrollment procedures have been completed. Employees shall be entitled to benefit coverage provided herein regardless of their day of hire within a school year.

## ARTICLE 13

### VACATION

- 13.1 Employees shall earn vacation at the prescribed rate as part of employee compensation. Employees will be credited at the beginning of each fiscal year with the appropriate amount of vacation anticipated to be earned for the fiscal year. Employees, who are on leave to serve in limited term assignments during periods when they are not regularly assigned, shall earn vacation during such limited term assignments. Vacation shall also be earned during any paid leave of absence.
- 13.2 Employees working forty (40) hours per week excluding overtime, are to accumulate vacation on the following schedule:
- |                 |   |
|-----------------|---|
| 1-12 months     | 12 working days annually, (8 hours per month)     |
| 13-24 months    | 13 working days annually, (8.67 hours per month)  |
| 25-36 months    | 14 working days annually, (9.33 hours per month)  |
| 37-48 months    | 15 working days annually, (10.00 hours per month) |
| 49-60 months    | 16 working days annually, (10.67 hours per month) |
| 61-72 months    | 17 working days annually, (11.33 hours per month) |
| 73-84 months    | 18 working days annually, (12.00 hours per month) |
| 85-96 months    | 19 working days annually, (12.67 hours per month) |
| 97-108 months   | 20 working days annually, (13.33 hours per month) |
| 109-120 months  | 21 working days annually, (14.00 hours per month) |
| Over 120 months | 22 working days annually, (14.67 hours per month) |
- 13.3 For those working less than forty (40) hours per week, or less than twelve (12) months per year, a vacation allowance is granted for that portion of the employee's work schedule in ratio to forty (40) hours per week or the twelve (12) month work year. Earned vacation may be used upon completion of the six (6) month's probationary period with the approval of the employee's immediate supervisor and the County Superintendent. Earned vacation becomes a vested right upon the completion of the initial six (6) months of continuous employment.
- 13.4 For the 2018-2019 year, contractual vacation accruals due mid-year will be advanced to 7/1/2018.
- 13.4.1 All future vacation accruals will be credited on July 1 preceding the completion of the appropriate years of service.
- 13.4.2 Probationary vacation accruals will not change and will continue to be authorized at the six (6) month anniversary date.
- 13.5 Vacation credit may be accumulated to a total not exceeding that which the employee could earn in two (2) years.
- 13.5.1 When an employee has accumulated two (2) year's vacation credit, the employee will be notified in writing that maximum allowable number of vacation days have been accumulated.

- 13.5.2 If an employee has accumulated the maximum allowable vacation credit, the County Superintendent shall authorize payment in lieu of the vacation exceeding the maximum. Any excess vacation as of October 31 will be paid in December. Any excess vacation as of May 31 will be paid in July.
- 13.6 Vacations are to be taken in accordance with a schedule developed and prepared by the employee and immediate supervisor with due regard to the operations of the department. Effort shall be made to enable vacation to be taken at times convenient to the employee, consistent with the needs of the service and the workload of the department. If there is conflict between employees requesting vacation, preference shall be given to the employee having greater COE hire date seniority. In the event a schedule cannot be developed, the Superintendent or designee will assist in resolving the issue.
- 13.7 Compensation for Vacation
- 13.7.1 The rate at which vacation is paid shall be the employee's current rate. An employee whose vacation is earned and begun under a given status shall suffer no loss of earned vacation credit by reason of subsequent changes in conditions of employment during that vacation.
- 13.7.2 Upon separation from the service, an employee shall be paid for the accumulated vacation credit at the rate of pay applicable to the employee's last regular assignment, except that employees who have not completed six (6) months of employment in regular status shall not be entitled to such compensation.
- 13.7.3 In the event that more vacation has been used than earned upon termination of service, the final warrant shall be adjusted so as to recover all compensated but unearned days of vacation.
- 13.8 Any classified employee who commences a prescribed vacation period and subsequently becomes ill or is bereaved before the vacation period has been completed, shall be placed on sick leave under the following conditions:
- 13.8.1 If the illness or bereavement is for three (3) consecutive days or more;
- 13.8.2 If the illness or bereavement is such that had the employee been working, sick or bereavement time would have been used;
- 13.8.3 If the employee, normally, is required to return to duty immediately following the vacation period;
- 13.8.4 If the request is filed with the County Superintendent or designee within two (2) weeks of the illness or bereavement or within, at the latest, one (1) week of return of duty unless extraordinary extenuating circumstances exist, which prevent such filing;
- 13.8.5 If the filed request fully outlines the reasons for the request and is fully substantiated to include medical reports in the cases of illness.
- 13.9 When all or part of an employee's vacation is to be converted to illness or bereavement leave, the appropriate vacation credit shall be restored to the employee's earned vacation balance. If possible, the employee shall be granted opportunity to consume this vacation credit in order not to exceed the limit on accrued vacation. In other cases, Paragraph 13.5.2 above, may be applied in order to avoid loss of vacation credit.

## ARTICLE 14

### LEAVES

#### 14.1 Sick Leave

- 14.1.1 Sick leave is the authorized absence of an employee because of illness or injury or exposure to contagious disease. It is agreed by the parties to this Agreement that Personal Necessity Leave, as set forth in paragraph 14.4 below, can be utilized for an authorized absence due to the illness of an individual other than the employee.
- 14.1.2 Each full-time employee shall accumulate twelve (12) days of sick leave per year. Employees who work less than full-time and/or for less than twelve (12) months a year shall earn sick leave at a proportional rate based on twelve (12) days sick leave per twelve (12) months of full-time service.
- 14.1.3 Sick leave is accumulated on a fiscal year basis. Employees will be credited at the beginning of each fiscal year with the appropriate amount of sick leave anticipated to be earned for the fiscal year.
- 14.1.4 If an employee does not take the full amount of leave allowed in any year under this section, the amount not taken shall be accumulated from year to year without limit.
- 14.1.5 Sick leave may be taken at any time, provided that a new employee may only use six (6) days out of paid sick leave during the initial, probationary period or the proportionate amount to which the employee may be entitled. An employee will receive full pay for those days of absence covered by accumulated sick leave.
- 14.1.6 At the beginning of leave, in order to receive compensation while absent, the employee's immediate supervisor must be notified of the absence within the first working hour of the day the absence commences unless conditions make notification impossible. The burden of proof of impossible conditions shall be upon the employee.
- 14.1.7 At the end of the leave, one (1) day prior to the expected return to work, the employee shall notify the immediate supervisor in order that any substitute employee may be terminated. If the employee fails to give this notice and both the employee and the substitute report, the substitute is entitled to the assignment as provided in 14.1.9.
- 14.1.8 An employee who has been absent for more than twenty (20) working days must notify the immediate supervisor at least three (3) working days in advance of returning to work.
- 14.1.9 A sick leave day, once commenced, may be reinstated with permission of the department supervisor. The returning employee may be reassigned to alternative duties, consistent with their job description, for the remaining portion of the day referenced in this section, provided a substitute has been hired for the employee.
- 14.1.10 No payment for sick leave shall be made until submission by the employee of the time sheet, signed by the employee and the immediate supervisor.
- 14.1.11 An employee absent for five (5) days or more may be required to present a medical provider's statement stating the nature of the illness or injury and the date the employee is able to return to work.



- 14.1.12 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 14.1.13 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the County Superintendent, in consultation with the Association. Any cost for such examination not covered by the existing health insurance plan shall be paid by the County Superintendent. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.
- 14.1.14 Exhaustion of Sick Leave
- a. Utilization of Other Accumulated Leave
- After exhaustion of paid leave, an employee who is ill or injured may, upon request, use accumulated vacation (and compensatory time, if provided) to avoid leave without pay.
- b. Advance Sick Leave
- After exhaustion of all paid leave, a permanent employee may be granted advance additional sick leave upon request and with the approval of the County Superintendent of Schools. The advance sick leave will not exceed the subsequent year's earned sick leave.
- 14.1.15 Termination of Sick Leave
- If, at the conclusion of all sick leave and additional leave, paid or unpaid, granted under these rules, the employee is still unable to assume the duties of their position, the employee will be placed on a re-employment list for a period of thirty-nine (39) months in the same manner as if they were laid off for lack of work or lack of funds.
- 14.1.16 Transfer of Sick Leave
- Any employee of another county office of education or school district who has accumulated sick leave credit under Education Code 45191 or its successor, may transfer such unused sick leave to the COE in the following situations: The previous employment must have been for a period of one (1) calendar year or more; the employment must have been terminated for reasons other than action initiated by the employer for cause; and the employee seeking credit for earned but unused sick leave must accept employment with the COE within one (1) year of such termination of former employment
- 14.1.17 Sick Leave After Termination
- When employment with the COE is terminated, there will be no cash reimbursement for unused, accumulated sick leave. If the employee is transferring to another public entity or subsequently so accepts employment, the County Superintendent or designee will forward a report as to earned but unused sick leave upon the request of the employee. In the event that more sick leave has been used than earned upon the termination of service, the final warrant shall be adjusted so as to recover all compensated but unearned days of sick leave absence.
- 14.1.18 Use of Sick Leave for Family Illness

- 14.1.18.1 Unit members shall be entitled to use on an annual basis (each school year) the number of sick leave days they would accrue during a six (6) month period to attend to the illness, medical and/or dental appointments of a child, parent or spouse of the employee. Therefore, a full-time employee earning six (6) days during six months may utilize up to six (6) days per school year for family illness as defined herein (Reference: Labor Code Section 233).
- 14.1.18.2 The entitlement provided in this section is in addition to the utilization of sick leave days under section 14.4 (Personal Necessity Leave).

#### 14.2 Differential Sick Leave Compensation

- 14.2.1 When a unit member employed in the classified service is absent from their duties on account of illness or accident for a period of five (5) months or less, whether or not the absence arises out of or in the course of employment of the employee, the amount deducted from the salary due the employee for any month in which the absence occurs shall not exceed the sum which is actually paid a substitute employee employed to fill the position during the absence.
- 14.2.2 The five (5) month period of this leave shall commence on the first day of absence. Differential compensation shall be paid after exhaustion of industrial accident or illness leave, if applicable, regular sick leave, vacation, compensatory time or other paid leave and shall be paid only for the balance of the five (5) month period remaining after the exhaustion of such paid leaves.
- 14.2.3 This leave requires monthly certification by the employee's physician, on a form provided by the County Superintendent, that the employee is physically or mentally disabled and unable to perform the usual duties.
- 14.2.4 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 14.2.5 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the Superintendent, in consultation with the Association. Any cost for such examination not covered by the existing health insurance plan shall be paid by the County Superintendent. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.

#### 14.3 Maternity Disability Leave

- 14.3.1 This leave commences with the onset of disability due to pregnancy. The employee may claim sick leave pay and differential sick leave compensation for no more than that limited period of time when the employee's physician certifies in writing, on the form provided by the County Superintendent, that she was actually physically disabled from performing her duties because of pregnancy, miscarriage, childbirth, or recovery therefrom or for those periods provided in subparagraph 14.1 or 14.2 above, whichever is shorter.
- 14.3.2 As far in advance as possible, prior to the expected birth of the child, the employee shall submit to the County Superintendent a physician's statement noting the expected date of birth. An employee may continue work until the onset of physical disability as verified in

writing by the employee's physician on a form provided by the County Superintendent.

#### 14.4 Personal Necessity Leave

- 14.4.1 Employees are allowed a maximum of ten (10) days per fiscal year for personal necessity leave. Such leave will be deducted from accrued sick leave. The days allowed may not exceed the number of days of illness or injury leave provided under subparagraph 14.1 above, to which the employee is entitled.
- 14.4.2 Personal necessity is the emergency occurrence over which an employee has no control and may include:
  - 14.4.2.1 Bereavement leave which may be necessary beyond that authorized in Article 14.6
  - 14.4.2.2 An accident involving the employee's person or property, or the person or property of a member of their immediate family as defined in Article 14.6.
  - 14.4.2.3 An appearance in any court or before any administrative tribunal as a litigant, party, or a witness under subpoena or any order made with jurisdiction, and for which no other leave is provided for in these rules.
  - 14.4.2.4 Other reasons with the approval by the County Superintendent of Schools or designee.
- 14.4.3 Personal necessity does not include absence for vacation, recreation, seeking employment, shopping, traveling, or similar absence, which is not of an emergency nature.
- 14.4.4 Notice of intent to use this leave shall be given to the immediate supervisor as far in advance as possible. Use of personal necessity shall be reported on a timesheet and be signed by the employee and the immediate supervisor. The immediate supervisor's signature certifies that the procedure regarding this leave has been observed.

#### 14.5 Industrial Accident or Industrial Illness Leave

Industrial accident or industrial illness is granted to an individual as a result of a job connected accident or illness and is in addition to regularly accrued sick leave.

- 14.5.1 Allowable leave with pay shall not exceed sixty (60) working days in any one fiscal year for the same accident or illness.
- 14.5.2 Allowable industrial accident or industrial illness leave shall not be cumulative from year to year.
- 14.5.3 Industrial accident or illness leave will commence on the first day of absence.
- 14.5.4 Payment for wages lost on any day, when added to an award granted the employee under the worker's compensation laws of this state, shall not exceed the employee's actual wage if on the job.
- 14.5.5 Industrial accident leave will be reduced by one day for each day of authorized absence regardless of compensation award made under worker's compensation.
- 14.5.6 When an industrial accident or illness occurs at a time when the full sixty (60) days will

overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year, in which the injury or illness occurred, for the same illness or injury.

- 14.5.7 Entitlement to industrial accident or illness leaves will be based upon finding that the disability has been due to industrial accident or illness. In cases where the findings do classify a claim as a disability case, regular sick leave will not be deducted until this leave has been exhausted.

#### 14.6 Bereavement Leave

An employee is entitled to a leave of absence with full pay, not to exceed five (5) days, in the event of the death of a spouse or significant other of an employee. In the event of a death of a member of the immediate family other than the spouse or significant other, an employee is entitled to a leave of absence with full pay, not to exceed three (3) days with full pay and may take two (2) additional days utilizing available paid leave balances or five (5) days with full pay when travel beyond a two hundred fifty (250) mile radius is necessary in connection with the bereavement leave.

In the event that an employee requires additional leave under this section, the employee may request Personal Necessity Leave as set forth in Article 14.4. Immediate family, as used in the Article, means the mother, father, grandmother, grandfather or a grandchild of the employee or of the employee's spouse or significant other, and the spouse or significant other, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, or any step-relation of the above group, or any relative living in the immediate household of the employee.

In the event of exceptional circumstances, the Superintendent or designee may grant bereavement leave for other than those listed above. It is agreed by the parties to this Agreement that Personal Necessity Leave, as set forth in paragraph 14.4, may be utilized to attend the funeral of a person other than those listed above.

14.6.1 "Significant other" shall mean a person (of either sex) who:

- a. resides and shares the common necessities of life with the employee,
- b. is not married to anyone,
- c. is not related by blood to the employee closer than would bar marriage in the State of California,
- d. is mentally competent to consent to a contract; and
- e. Signs a declaration that they are the employee's sole significant other, meets all other requirements set forth above, and agrees to notify the Santa Cruz COE if there is a change in circumstances attested to.

14.6.2 In order for an employee to change the designation of their significant other, at least six (6) months must have passed since the employee has filed a statement of termination of the previous significant other relationship.

#### 14.7 Reproductive Loss Leave

14.7.1 In the event that a unit member, or a unit member's significant other, experiences a reproductive loss event, the unit member will be entitled to take up to five (5) days of Reproductive Loss Leave. A reproductive loss event is defined as a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. If a unit

member experiences more than one reproductive loss event within a twelve (12) month period, the amount of leave taken can be no longer than twenty (20) days. Unit members are eligible for this type of leave after thirty (30) days of employment. The leave must be taken within three (3) months of the event and may be taken on nonconsecutive days. Unit members may use available paid leave balances.

#### 14.8 Jury Duty - Subpoenaed Witness Leave

Jury Duty: A leave with pay shall be granted to employees called for jury duty in the manner provided for by law. An employee who receives a jury summons shall submit a copy of the summons to the supervisor. At the conclusion of jury duty, the employee shall submit a leave of absence form specifying the dates and times served by the employee. This shall be attached to the Leave of Absence report. Payment shall be made to the County Superintendent in the amount of the statutory fees that the employee has received for attendance as a juror, excluding the statutory mileage fee. This leave provision shall not apply to voluntary duty on a grand jury.

#### 14.9 Uncompensated Leave

- 14.9.1 The County Superintendent may grant any member of the unit who has gained permanent status an unpaid leave of absence for a period not in excess of one school year.
- 14.9.2 The employee shall request such leave as soon as practical, but at least thirty (30) days prior to the day on which the leave is to begin. Such a request shall be in writing and shall include a statement as to the purpose of the leave and the dates the employee wishes to begin and end the leave.
- 14.9.3 The duration of such leave shall consist of no more than twelve (12) consecutive months and shall automatically terminate on June 30th of the school year in which the leave is granted. An employee on this leave shall notify the County Superintendent prior to February 15th of the year during which the leave is being taken that the employee will return to duty the ensuing school year. Failure to comply with this requirement will constitute a resignation on the part of the employee effective at the close of the school year in which the employee is on leave.
- 14.9.4 There shall not be a reduction of employment status for those granted this leave except that while on this leave status no person shall be entitled to compensation, including health benefits, neither shall they earn credit for a service year, nor step increment on the classified salary schedule.

#### 14.10 Parental and Family Leave

- 14.10.1 Employees who qualify are entitled to use Family Medical Leave Act (FMLA) leave/California Family Rights Act (CFRA) leave for a maximum of twelve (12) workweeks of leave in a twelve (12) month period for the birth or adoption of a child, for the employee's own disability, or to care for a parent, spouse, or child with a serious health condition. ("Child" means biological, adopted or foster child, stepchild, a legal ward or a child of a person standing in "loco parentis" for an adult dependent child. "Parent" means a biological, foster, adoptive, stepparent, legal guardian or other person who stood in "loco parentis" to the employee when the employee was a child.)
- 14.10.2 Parental Leave: All Employees shall be entitled to Parental Leave for the purpose of rearing their child as defined in 14.9.1
  - 1. Parental leave means leave for reason of the birth of a child of the employee, or

the placement of a child with an employee in connection with the adoption or foster care of the child by the employee. It shall be available to both full-time and all part-time employees who have completed 12 months of employment with the district.

2. Although the California Family Rights (CFRA) and the Family and Medical Leave Act (FMLA) have a requirement that the employee must work 1,250 hours in the previous 12 months, Ed Code 45196.1 does not require this minimum hourly requirement for parental leave.
3. Under Parental Leave, an employee “may” use their sick leave for the purpose of parental leave.
4. After all available leave is exhausted, including all accumulated sick leave, eligible unit members are entitled to use “differential leave” as described in Section 14.2 Differential Sick Leave Compensation for the remainder of the twelve-workweek period.
5. Unit members eligible for CFRA leave may take up twelve work weeks leave, but if the member has previously exhausted sick leave and differential leave for Pregnancy Disability Leave (PDL) related to the same pregnancy or childbirth, the 12 workweeks or remaining leave will be unpaid. Health benefit coverage will continue during CFRA leave if the employee continues to pay the employee contribution on the set time line set forth by the Payroll/Benefit Department.
6. Pursuant to CA Education Code 45196.1, an eligible unit member will only be provided one twelve (12) workweeks period power maternity or paternity in which differential leave may be used. If the school year ends before this twelve (12) Workweek period is exhausted, the employee may take the balance of the twelve (12) workweeks in subsequent school year within the original 12-month period if the employee chooses to continue their maternity or paternity leave.
7. If both parents work for the Santa Cruz County COE, each is entitled to 12 work weeks of leave for child bonding under CFRA.
8. Parental leave shall run concurrently with unpaid parental leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA) for a total of 12 workweeks during any 12-month period.

14.10.3 FMLA leave will be available for qualifying employees who are family members of active-duty National Guard and Reserves members for any qualifying exigency arising out of the fact that the family member is on active duty or called to active duty status in support of a contingency operation. This twelve (12) week leave in a twelve (12) month period may be taken for qualifying exigencies which include: Short- notice deployment; military events and related activities; childcare and school activities; financial and legal arrangements; counseling; rest and recuperation; post-deployment activities; and additional activities not encompassed in other categories but agreed to by both the County Superintendent and/or designee and the employee.

14.10.4 To qualify, a classified employee must have rendered one year of continuous service and have worked a minimum of 1250 hours in the twelve months immediately preceding the requested leave. For eligibility purposes, full-time ten (10) and eleven (11) month employees are deemed to meet the 1250 hour test purposes of this article only, classified

unit members who have worked a minimum of a thirty (30) hour week, are ten (10) or eleven (11) month employees, who have rendered one year of continuous service, and have worked a minimum of 667 hours of service in the twelve months immediately preceding the requested leave are deemed eligible.

14.10.5 Granting of this leave allows the qualified employee to return to the same or an equivalent position as the one held at the start of the leave, and to maintain health insurance under the COE's policy during twelve weeks unpaid leave as long as the employee pays the employee's portion of the cost.

14.10.6 CFRA and/or FMLA leave taken for the birth, adoption, or foster care placement of a child must be completed within one year of the qualifying event. Employees are required to give thirty (30) days' notice in advance of the need to take this leave when the need is known in advance. When the need for leave is unforeseen, the employee must provide as much notice as is practicable.

14.10.7 CFRA and FMLA leave shall run concurrently, not consecutively.

14.10.8 CFRA and/or FMLA leave may be taken intermittently for medical treatment of the employee or employee's child, spouse, or parent. The employee must make a reasonable effort to schedule the treatment to avoid undue disruption to the COE's operations.

14.11 Provisions of Sick Leave, Extended Disability Leave, Maternity Leave, Personal Necessity, Industrial Accident or Industrial Illness Leave, Bereavement Leave, and Jury Duty/Subpoenaed Witness Leaves shall not be used by any employee during any period when the employee is not in a paid status.

#### 14.12 Catastrophic Leave Donation

##### 14.12.1 ABOUT THE PLAN

Education Code 44043.5 provides for the establishment of a Catastrophic Leave Program. The purpose of this plan is to permit an employee, when they or a member of their family has a catastrophic illness or non-work related injury, to solicit individual donations of sick leave from fellow employees, or to request the use of catastrophic leave from the Leave Bank. The intent is:

- a. To ensure that the employee continues to receive medical benefits during the catastrophic illness or non-work related injury period, and
- b. To enable the employee to continue receiving their regular salary.

Catastrophic leave is not intended to replace other options available to an employee or dependent whose illness or non-work related injury continues after a year of such leave, except in limited circumstances, as pre-approved under this plan.

##### 14.12.2 DEFINITIONS/BASIC PRINCIPLES

- A. Annual Contribution: No reoccurring annual contribution will be made by members of the Catastrophic Leave. If the balance of the bank is below one hundred sixty (160) hours on July 1st a call for donations will be made to the CSEA unit.
- B. Catastrophic Illness or Non-work Related Injury: A catastrophic illness or non-work related injury is one that is expected to incapacitate the employee or a

family member for an extended period of time. Because they have exhausted all full-pay sick leave and other paid time off work, there is financial hardship for the employee. Examples include life threatening injury or illness, or non-work related injury, cancer, AIDS, heart surgery, stroke, etc.

- C. Catastrophic Leave Committee: The Catastrophic Leave Committee is comprised of three (3) representatives from CSEA as voted by the CSEA unit. Additionally, the committee will include a non-voting CSEA representative from the payroll department to be determined by the Business Department management to act as an advisor as needed. Each year CSEA will submit a memo to the Santa Cruz COE Human Resources Director with the names of the Committee Members.
- D. Call for Donations: A solicitation for donations of leave to either an individual employee or to the Leave Bank.
- E. Day: For eligibility reasons, a day is equivalent to an employee's scheduled weekly hours divided by five (5).
- F. Duration: All donated leave to an individual is available for a maximum of twelve (12) months.
- G. Eligibility: All unit members on active duty with the Santa Cruz COE are eligible to contribute to the Catastrophic Leave Bank.
  - 1. Participation is voluntary, but requires a minimum contribution of hours equivalent to one full day to the Bank.
  - 2. Contributors to either the Leave Bank or to an Individual Request will be permitted to withdraw from the Bank.
  - 3. New Unit members may contribute within thirty (30) duty days of their original hire date to become members of the Catastrophic Leave bank.
  - 4. Unit members may elect to join the Catastrophic Leave Bank (Attachment I) at any time.
  - 5. A donating employee, except for new hires, must retain no fewer than five (5) days of sick leave on record (after the donation) to be eligible to donate sick leave hours.
  - 6. Members have a waiting period of thirty (30) duty days after joining the Bank before becoming eligible to withdraw from the bank.
  - 7. Annual donation of hours is not needed to remain eligible.
  - 8. The Santa Cruz COE shall supply enrollment forms for the Catastrophic Leave Bank to all members.
- H. Extension: In unusual circumstances and upon request to the Catastrophic Leave Committee, an additional one (1) year of leave use may be considered.
- I. Grievances: Nothing in this plan is grievable.
- J. Individual Requests: Employees meeting conditions of this plan may ask the Catastrophic Leave Committee to solicit donations from eligible, participating



employees as outlined.

- K. Irrevocability: Once leave is donated, the donor cannot retrieve any portion of the donated leave.
- L. Leave: Sick leave accrued to the donating employee.
- M. Leave Bank: Unused donated hours to an Individual Request revert to the Leave Bank for use by other catastrophically ill or injured employees. The Leave Bank permits those employees who do not wish to request individual donations to use donated leave from the Leave Bank privately and anonymously.
- N. Medical Verifications: The Human Resources Director will require medical verification of a catastrophic illness or non - work related injury from a physician. The Human Resources Director will verify with the Catastrophic Leave Committee that an employee is on leave due to a catastrophic illness or non-work related injury.
- O. Requests: An employee who is suffering from a catastrophic illness or non-work related injury, or the employee's representative (authorized in writing), must request catastrophic leave. Donations cannot be accepted or approved without this request.
- P. Donation of sick leave upon separation: An employee may choose to donate their accumulated sick leave to the bank upon separation of employment. If an employee returns to work within their thirty-nine (39) month rehire timeframe, they may make a written request to the committee to have the sick leave returned. As long as the total of the bank remains above three hundred (300) hours after the request has been approved, the sick leave will return to the employee.

#### 14.12.3 PROCESS FOR EMPLOYEES SUFFERING FROM A CATASTROPHIC ILLNESS OR INJURY

An employee requesting catastrophic leave needs to follow this process and meet these guidelines:

- A. To be eligible for catastrophic leave an employee must have used all available forms of paid leave (full-pay sick leave and vacation, etc.) except for five (5) month differential pay and been incapacitated or absent for no fewer than ten (10) work days.
- B. The employee submits a Catastrophic Leave Bank Request Form (Appendix H) to the Catastrophic Leave Committee. The requestor may designate an authorized representative who may file a request on their behalf. The request must include the following:
  - 1. A statement indicating whether the employee wishes to use hours in the leave bank anonymously or to solicit donations specifically for their need,
  - 2. Medical verification of the catastrophic illness or injury (Human Resources may require additional medical verification from a physician), and
  - 3. It is the responsibility of the employee or their authorized representative to

submit sufficient information (as required by this plan) to the Catastrophic Leave Committee for approval; insufficient information may be grounds for denial.

- C. The Catastrophic Leave Committee determines that the employee is unable to work due to the catastrophic illness or non-work related injury.
- D. An employee, who receives leave from a solicitation of hours on their behalf, must use all of donated hours prior to requesting additional leave from the Catastrophic Leave Bank.
- E. Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than ten (10) days as defined above. Participants may submit requests to the Committee for extensions of withdrawals as their prior grants expire.
- F. Employees must use all donated leave within a twelve (12) month period after they begin accessing donated leave hours. Leave hours will be placed in a special donated leave account for the requesting employee for up to one year. After one year of Catastrophic Leave, and in unusual circumstances, if an employee requests additional leave they must submit a new Catastrophic Leave Request Form (Appendix H).
- G. Hours donated through a solicitation of donations will revert to the Catastrophic Leave Bank if the employee never needs to access them (i.e. no differential to be paid, termination or placed on 39 month rehire list).
- H. If the employee returns to work and has a reoccurrence of the same or related catastrophic illness or non - work related injury, as verified by a physician, which occurs within one year of the date the employee returned to work, the unused donated hours will be retained to the individual's leave bank.
- I. Hours donated to a specific individual for a specified catastrophic illness or non - work related injury may be used only for that illness or non - work related injury. A different catastrophic illness or non - work related injury must be handled as a separate or second incident.
- J. Donated sick leave is charged on an hour-to-hour basis, regardless of the classification and/or salary of either the donor or the recipient.
- K. Once an employee's Catastrophic Leave has concluded, they may retain the equivalent of one day of donated sick leave for each full or partial calendar month they were absent due to the Catastrophic Leave. The retained sick leave must be used within the same fiscal year as the conclusion of the Catastrophic Leave, or when a new allotment of sick leave is available to the employee, whichever comes first. Additional sick leave will revert back to the bank in accordance with F-H.

#### 14.12.4 LEAVE BANK

Guidelines for the Leave Bank:

- L. Unused donated hours reverting to the Leave Bank or hours specifically donated to the Leave Bank (Attachment I) make up the Leave Bank.

- M. Requests for Leave Bank hours are subject to availability. The Santa Cruz COE is not responsible for filling requests from the Leave Bank if there are no hours available.

#### 14.12.5 ADMINISTRATION OF THE BANK

- N. The Catastrophic Leave Bank Committee shall have the responsibility of developing forms, maintaining the records of the Catastrophic Leave Bank, receiving withdrawal requests, verifying the validity of requests, approving or denying requests, and communicating its decisions, in writing, to the Participants, to the County Superintendent, Human Resource Department and Payroll Department
- O. The Committee's authority shall be limited to administration of the Bank. The Committee shall approve all properly submitted requests complying with the terms of this Article. Withdrawals may not be denied on the basis of the type of illness or disability.
- P. Applications shall be reviewed and decisions of the Committee reported to the Applicant, in writing, within ten (10) duty days of receipt of the application.
- Q. The Committee shall keep all records confidential and shall not disclose the nature of the illness, except as is necessary to process the request for withdrawal and defend against any appeals of denial.
- R. By December 5th of each school year, following the year of initial implementation of Catastrophic Leave Bank, the County Superintendent and Business Department shall notify the Committee of the following:
  - 1. The total number of accumulated hours in the Bank on June 30th of the previous school year.
  - 2. The number of hours contributed by unit members for the current year.
  - 3. The names of participating unit members.
  - 4. The total number of hours available in the Bank.
- S. Disputes between the Committee and the County Superintendent as to the accounting of Catastrophic Leave Bank hours shall be processed through the grievance procedure as per Article 19 of the classified contract.
- T. CSEA will be responsible for adherence to all timelines given above. Timelines will be in effect upon request of CSEA to implement the Catastrophic Leave Bank.

## ARTICLE 15

### ASSIGNMENT AND TRANSFER

#### 15.1 Vacancy – (For further details, please refer to the Merit System Rules and Regulations Section 5.200)

- 15.1.1 A vacancy is defined as an unfilled bargaining unit position at any County work site.
- 15.1.2 Vacancies shall be posted for no less than ten (10) workdays to classified employees before recruitment from outside may commence.
- 15.1.3 If a vacancy occurs, employees eligible for transfer will be given first consideration to the vacancy. If there is a resulting vacancy, the order of preferences will be followed as outlined in the Merit System Rules and Regulations.

#### 15.2 Assignment

Assignment is defined to be the written notice of placement in a specified position, classification, salary data, work location, and work schedule made at the time of initial employment and, for permanent employees, annually thereafter, if necessary.

- 15.2.1 At the commencement of each school year, assignments for permanent employees may be altered at any time within three (3) weeks from the start of the school year and within fifteen (15) working days for employees in the Instructional Support Family. Primary consideration in the alteration of an assignment will be for the good of the schools and the students thereof. If it becomes necessary to alter an assignment, the geographical location of work site in relation to the residence of the employee having their assignment altered will be considered. No altered assignment shall be implemented without a minimum of five (5) workdays' notice to the affected employee.
- 15.2.2 The assignment of new personnel to a specific vacancy shall be made after all employees in that classification have been given the opportunity to voluntarily transfer or promote.

#### 15.3 Transfer

- 15.3.1 Voluntary Transfer: A voluntary transfer is defined as the reassignment of a permanent employee, without examination, from their assigned position to another position within the same classification, to a similar or related classification with the same salary range, or to a lower classification within the same job family where the employee is qualified, as a result of a voluntary application by that employee.
  - 15.3.1.1 When a new position is created or an existing one becomes vacant, employees may request a transfer by submitting a request with the Human Resources Director on the proper form provided by the Human Resources Department that may be returned electronically.
  - 15.3.1.2 All requests for transfer initiated by employees shall be acknowledged by the County Superintendent or their designee within twenty (20) working days of the receipt of the request.
  - 15.3.1.3 Final authority for all transfers shall rest with the County Superintendent utilizing the following criteria:

- a. The established minimum job requirements as stated in the job description. Any applicable licensing or certification requirements.
- b. When there is more than one applicant for a voluntary transfer and those employees are equally qualified, the employee with the greater County hire date seniority shall be given priority by being first considered.

If a transfer request is denied, the Senior Director of Human Resources, shall provide the employee with written rationale for the denial within ten (10) working days. Employees, when denied a transfer request, are encouraged to seek recommendations from the Senior Director of Human Resources towards becoming more competitive for similar future transfer opportunities.

15.3.1.4 An employee may refuse a voluntary transfer within five (5) workdays of the assignment being offered. In that event, the second eligible applicant, if any, shall be offered the transfer.

15.3.2 Involuntary Transfer: An involuntary transfer is defined as the movement of an employee from their assigned position to another position within the same classification or related classes on the same salary range by the County in its best interest.

15.3.2.1 The general policy of the County Superintendent shall be to limit the involuntary transfer of employees. If it becomes necessary to cause an involuntary transfer, the geographical location of work site versus residence of the transferee shall be considered.

15.3.2.2 An involuntary transfer, within classification, is made during the current employee's service year at the direction of the County Superintendent or their designee, after consultation with the employee involved, the immediate supervisor, and the employee's designated representative(s).

15.3.2.3 Notification of such transfer shall be made in writing to the employee within fifteen (15) working days of the effective date of the involuntary transfer.

15.3.2.4 The employee will suffer no loss of regular assigned time as a result of an involuntary transfer.

#### 15.4 Temporary Assignment

Instructional aides, secretarial and clerical personnel shall not be assigned to a temporary work site for longer than ten (10) working days without the written consent of the employee.

#### 15.5 Promotion

A promotion is defined as the change in the assignment of an employee from a position in one classification to a position in another classification with a higher salary rate (see Merit Rules).

## ARTICLE 16

### RETIREMENT

- 16.1 Members of the Classified Unit may retire and participate in the health benefit (medical and dental) insurance program, which may include eligible dependents under the following conditions:

#### ELIGIBILITY

- 16.1.1 The retiree must be at least fifty-five (55) years of age.
- 16.1.2 Retiree shall have been an active, full-time employee of the Santa Cruz COE for a period of at least ten (10) consecutive years immediately prior to retirement. The County Superintendent may waive the requirement of ten (10) consecutive years as an active employee for any applicant for this program. For the purpose of this section only, unit members currently providing service and working a minimum of a thirty (30) hour week for 10 months or more shall be considered full- time.
- 16.1.3 The Santa Cruz COE will pay one (1) year of the medical and dental insurance premiums, as defined in Appendix C of this Agreement, for each two (2) years of active full-time employment for the Santa Cruz COE.
- 16.1.4 Employer contribution for all retirement plans to be frozen at the rate of the plan at the time of retirement.
- 16.1.5 Eligible employees hired prior to July 1, 1999 shall receive retiree health benefits commensurate to the medical and dental plan currently provided active Unit members (entitlement shall be for employee coverage plus one dependent with option to purchase coverage for additional dependents). Unit members eligible for Medicare will have a Medicare coordinated plan paid for by the Santa Cruz COE during the term of their eligibility.
- 16.1.6 Employees hired on or after July 1, 1999 shall receive retiree health benefits commensurate to the medical and dental plan currently provided active unit members (entitlement shall be for employee only with option to purchase higher levels of coverage) with all Santa Cruz COE employer provided health benefits to terminate at age 65.
- 16.1.7 As a condition of participation in this program, unit members will resign their position with the Santa Cruz COE, terminating their classified employment, and enter into a PERS service retirement status. In such a status, the retiree will cease to be a member of the Classified Employee Unit and will have no rights or responsibilities under the remaining provisions of this Agreement.
- 16.1.8 Employees retiring as of 6/30/2018 and beyond may purchase at their own expense dental coverage under the Santa Cruz COE plan if the individual qualifies for such benefits.

- 16.1.9 Employees retiring as of 6/30/18 and beyond may purchase at their own expense vision coverage under the Santa Cruz COE plan if the individual qualified for other retiree benefits.
- 16.1.10 A retired member of the Classified Employee Unit who returns for employment as a substitute or as a temporary employee with the Santa Cruz COE will be compensated according to Merit Rule 5.307 as of July 2015.
- 16.2 A surviving spouse may elect to continue coverage for themselves and dependents by paying through the Santa Cruz COE the premium cost during the period provided under COBRA.

## ARTICLE 17

### LAYOFF AND RE-EMPLOYMENT

The Santa Cruz COE and the CSEA hereby agree to the following changes to Article 17 Layoff and Reemployment in alignment with changes to Education Code 45117.

- 17.1 Layoff shall occur only for a lack of work or lack of funds as determined by the County Superintendent.
- 17.2 Layoff shall be affected within a class. The order of layoff shall be determined by length of service within the class, plus higher classes. The employee who has been employed the shortest time in the class, plus higher classes shall be laid off first.
  - 17.2.1 For all employees "Length of Service" is calculated on date of hire.
  - 17.2.2 If two (2) or more employees subject to layoff have equal class seniority, then the determination shall be made by lottery.
- 17.3 Notice of Layoff
  - 17.3.1 CSEA shall be given written notice of layoff(s) no later than February 15. Affected employees shall be given written notice of layoff no later than March 15.
  - 17.3.2 When, as the result of the expiration of special funding and classified positions are to be eliminated and employees are to be laid off, affected employees shall be given written notice no less than sixty (60) days prior to the effective date of the layoff.

An employee who is placed on the 39 month re-employment list and who is subsequently re-employed in a new position in a classification not previously held retains the right to be returned to the re-employment list if they fail to complete the probationary period in the new position.
  - 17.3.3 If the termination date of the project is other than June 30, such written notice shall be given not less than sixty (60) days prior to the effective date of their layoff.
  - 17.3.4 In the event of an actual and existing financial inability to pay salaries of employees or a lack of work resulting from causes not foreseeable or preventable by the County Superintendent, employees may be laid off without the advance written notice provided for in subsection 17.3.1, 17.3.2, and 17.3.3.
  - 17.3.5 An employee who is placed on the 39 month re-employment list and who is subsequently re-employed in a new position in a classification not previously held retains the right to be returned to the re-employment list if they fail to complete the probationary period in the new position.

#### 17.4 Reduction in hours in Lieu of Layoff

Any involuntary reduction in regularly assigned time shall be considered a layoff requiring satisfaction of all notice requirements and giving the affected employees all of their reemployment rights. Any employee may voluntarily request, at the discretion of the County Superintendent, a reduction in their assigned time for a period not to exceed one (1) year. Any proposed reduction in the regular assigned hours of a position shall not take effect until the Association has been notified and given the opportunity to respond.



Further, any voluntary reduction in assigned time shall not affect the hours assigned to that position.

- 17.4.1 The County Office agrees that it will not contract out or transfer bargaining unit work which has been customarily and routinely performed by employees which would displace or reduce the work hours of unit members. County Office agrees not to contract out for services in classifications where employees have been laid off. If it becomes necessary to contract out work, County Office agrees to negotiate the decision and/or effect of such contracting out.
- 17.5 A permanent employee who is laid off from a class and who has previous regular service in an equal or lower class shall have the right to bump an employee with less seniority in that lower class. Seniority shall include the total of the previous service in the equal or lower class plus service in the class from which layoff occurs and in higher classes.
- 17.6 Laid off persons are eligible for reemployment in the class from which they were laid off for a period of thirty-nine (39) months and shall be reemployed in the reverse order of layoff. Employee notification of rehire rights shall be made by registered mail. In addition, employees who suffer layoff shall have the right to apply for promotional positions for a period of thirty-nine (39) months following layoff. Notice of promotional opportunities shall be mailed to all employees who have suffered layoff.
- 17.7 Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff and remain employed by the County Superintendent shall be, at the employee's option, returned to a position in their former class or to positions with increased assigned time as vacancies become available, and with no time limit, except that they shall be ranked in accordance with their seniority on any valid reemployment list.
- 17.8 If a temporary position becomes available within the thirty nine (39) month rehire period, the employee who was laid off will be notified of the temporary work if it is within their job family. The laid off employee will be given the opportunity to test and interview for the position. Final authority for all temporary employment shall rest with the County Superintendent and hiring division.
- 17.9 Retirement in Lieu of Layoff
  - 17.9.1 Any employee, otherwise qualified, may elect to accept a service retirement in lieu of layoff, voluntary demotion, or reduction in assigned time. Such employee shall within ten (10) working days prior to the effective date of the proposed layoff complete and submit a form provided by the County Superintendent for this purpose.
  - 17.9.2 The employee shall then be placed on a thirty-nine (39) month reemployment list in accordance with Section 17.6 of this Article; however, the employee shall not be eligible for reemployment during such other period of time as may be specified by pertinent Government Code Sections.
  - 17.9.3 The County Superintendent agrees that when an offer of reemployment is made to an eligible person retired under this Article, and the County Superintendent receives within ten (10) working days a written acceptance of the offer, the position shall not be filled by any other person, and the retired person shall be allowed sufficient time to terminate their retired status.
  - 17.9.4 An employee subject to this Section who retires and is eligible for reemployment and who declines an offer of reemployment equal to that from which laid off shall be deemed to be permanently retired.

- 17.10 The County Superintendent shall establish, effective July 1, 1980, a classified seniority roster indicating class seniority and hire date seniority. An effort shall be made to construct such a roster reflecting earlier service.
- 17.11 Any employee who is laid off and is subsequently eligible for reemployment shall be notified in writing by the County Superintendent of an opening. Such notice shall be sent by U.S. Mail to the last address given the County Superintendent by the employee, and a copy shall be sent to the Association by the County Superintendent, which shall acquit the County Superintendent of its notification responsibility.
- 17.12 An employee shall notify in writing the County Superintendent of their intent to accept or refuse reemployment within ten (10) working days following receipt of the reemployment notice. If the employee accepts reemployment, the employee must report to work within thirty (30) working days following receipt of the reemployment notice. An employee given notice of reemployment need not accept the reemployment to maintain the employee's eligibility on the reemployment list, provided the employee notifies the County Superintendent of refusal of reemployment within ten (10) working days from receipt of the reemployment notice.
- 17.13 Any employee who is improperly laid off shall be reemployed immediately.

## ARTICLE 18

### SAFETY

In order to assure that health or safety hazards are dealt with on a timely basis, the following procedure shall be used:

- 18.1 The employer shall prepare and post rules for employee safety and the prevention of on- the- job accidents. Such rules shall provide regulations and precautions for the safety of employees in the performance of their duties.
- 18.2 All employees shall strive to maintain safe and sanitary conditions in their work areas of responsibility. Employees shall be provided with safety training when appropriate to their duties.
- 18.3 Should the employment duties of an employee in the bargaining unit reasonably require use of any equipment or gear to ensure the safety of the employee or others, the County Office agrees to furnish such equipment or gear, or to reimburse the employee for the full cost of procuring such items.
- 18.4 CSEA shall name classified employees equal to the number appointed by other employee units as safety representatives. The names of these representatives will be forwarded to the Safety Officer for the COE and will serve on the Safety Committee. The committee may make recommendations to the County Superintendent of Schools in the area of safety. CSEA may designate site representatives who may accompany the Cal OSHA investigator onsite inspection tours. Immediate supervisor must be notified when the inspection tour will commence. Employer must pay the CSEA site representative for the time spent on the inspection tour.
  - 18.4.1 The Association will receive a copy of any OSHA reports made about any of the facilities where members of the bargaining unit work. Such reports shall be provided to the CSEA Chapter President within five (5) business days of receipt by the County Office.
- 18.5 A unit member shall report to the immediate supervisor any condition that they believes to endanger their health or safety. Such report shall be in writing, or shall be presented verbally followed as soon as practicable by a written report. The supervisor shall take responsive, reasonable, and appropriate action and shall so inform the employee in writing.
- 18.6 If the immediate supervisor is unable to eliminate the hazard, said supervisor shall refer the matter to the site supervisor.
- 18.7 If the site supervisor is unable to eliminate the hazard, the matter shall then be referred to the COE Business Manager, who has been designated by the County Superintendent as the Safety Officer. If the Safety Officer determines that a unit member may need to be temporarily relocated to an alternate work location pending further investigation, said member shall be relocated until the hazard has been corrected or the workspace has been deemed safe.
- 18.8 The Santa Cruz COE shall strive to provide a work place free from violence and/or assault.
  - 18.8.1 Any case of assault shall be promptly reported to the employee's immediate supervisor. The supervisor shall immediately take action appropriate to the incident.
  - 18.8.2 The employee shall file a written report of the incident and shall be provided release time to prepare the report. In the event that disciplinary and/or legal action is necessary, the employee agrees to participate, as necessary, in said action.

- 18.8.3 No employee shall be subjected to disciplinary action for reporting health or safety or acts of violence as outlined above.
- 18.9 Any case of assault shall be promptly reported to the employee's immediate supervisor. The supervisor shall immediately take action appropriate to the incident.
- 18.10 The employee shall file a written report of the incident and shall be provided release time to prepare the report. In the event that disciplinary and/or legal action is necessary, the employee agrees to participate, as necessary, in said action.
- 18.11 No employee shall be subjected to disciplinary action for reporting health or safety hazards or acts of violence as outlined above.

## ARTICLE 19

### PROCEDURES FOR GRIEVANCES

#### 19.1 Definitions

- 19.1.1 A "grievance" is an allegation that the grievant has been directly affected by a misinterpretation, misapplication, or violation of a specific provision(s) of this Agreement.
- 19.1.2 A "grievant" is the Association or an employee of the County Superintendent covered by the terms of this Agreement with an alleged grievance.
- 19.1.3 A "day" is defined to mean any day in which the main office of the County Superintendent is open for business.
- 19.1.4 Receipt shall mean that all documents and correspondence shall include written acknowledgment of receipt (signature page or proof of service) by the grievant and/or representative for the County Superintendent at each of the Formal Levels.

#### 19.2 Informal Level

Before filing a formal grievance, the grievant shall attempt to resolve the grievance by scheduling an informal conference with the immediate supervisor. The grievant must identify it as an informal grievance conference, and specify the remedy sought. The grievant must initiate this informal process within fifteen (15) days after the grievant knew, or by reasonable diligence would have known, of the act or omission giving rise to the grievance. Within fifteen (15) days of the informal conference, the supervisor shall give an answer, in writing, to the grievant.

Upon receipt of the written response, if the issue is not resolved, the grievant may proceed to the formal level. Failure to file a formal grievance within the fifteen (15) day period following receipt of the informal conference response or the failure of the supervisor to respond shall be deemed an acceptance of the remedy at the informal level.

If the response indicates that the immediate supervisor has determined they do not have the authority to resolve the grievance at their level, the grievant may, within fifteen (15) days, submit the formal grievance to the Assistant Superintendent (Step III) with a copy to the immediate supervisor.

#### 19.3 Formal Level

##### 19.3.1 Step I

- 19.3.1.1 In the event the grievant is not satisfied with the response or receives no response at the informal level within fifteen (15) days, the grievant may initiate the formal review process by submitting the grievance to the immediate supervisor in writing on the grievance form prescribed by the County Superintendent (Appendix F).
- 19.3.1.2 This statement shall be a clear, concise statement of the grievance, the specific section of this Agreement allegedly violated, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.
- 19.3.1.3 The immediate supervisor shall communicate a decision in writing within

fifteen (15) days after receiving the grievance. If the supervisor fails to respond within the prescribed period of time, the grievant has an additional fifteen (15) day period in which to proceed to Step II of the grievance process by submitting a grievance form (Appendix F) in accordance with Step II process.

- 19.3.1.4 Failure by a grievant to appeal a decision within the fifteen (15) day period following receipt of a proposed decision shall be deemed acceptance of the decision.

#### 19.3.2 Step II

- 19.3.2.1 In the event the grievant is not satisfied with the decision or receives no response at Step I, the grievant has 15 days to appeal the decision to the next immediate supervisor by submitting an updated grievance form (Appendix F).
- 19.3.2.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear concise statement of the reasons for appeal.
- 19.3.2.3 The next immediate supervisor shall communicate a decision, in writing, to the grievant within fifteen (15) days after receiving the appeal. If the grievant is not satisfied or no response is received, the grievant has an additional fifteen (15) day period in which to appeal to the next step of the grievance process by submitting an updated grievance form (Appendix F) to the next immediate supervisor.
- 19.3.2.4 Failure by a grievant to appeal a decision within the fifteen (15) day period following receipt of a proposed decision shall be deemed acceptance of the decision.
- 19.3.2.5 In the event that the Grievant's immediate supervisor in Step II is the Assistant Superintendent, Step III below is to be by-passed, and the grievant may immediately proceed to Step IV of this procedure.

#### 19.3.3 Step III

- 19.3.3.1 In the event the grievant is not satisfied with the decision or no response is received at Step II, the grievant may appeal the decision by submitting an updated grievance form (Appendix F) to the Assistant Superintendent or Superintendent's designee.
- 19.3.3.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear concise statement of the reasons for appeal.
- 19.3.3.3 The Assistant Superintendent, or Superintendent's designee, shall communicate their decision, in writing, to the grievant within fifteen (15) days after receiving the appeal. If the grievant is not satisfied, or there is no response, the grievant has an additional fifteen (15) day period in which to proceed to the next step of the grievance process.
- 19.3.3.4 Failure by a grievant to appeal a decision within the fifteen (15) day

period following receipt of a decision shall be deemed acceptance of the decision.

19.3.4 Step IV

- 19.3.4.1 In the event the grievant is not satisfied with the decision at Step III, or no response is received, the grievant may make written appeal of the decision to the County Superintendent within fifteen (15) days after receiving a decision from Step III. The appeal shall take the form of a request calling for the convening of an informal fact-finding committee, hereafter "committee", and shall include a clear, concise statement of the reasons for the appeal.
- 19.3.4.2 The committee shall be composed of one (1) person of the employee's choice, one (1) person of the County Superintendent's choice, and one (1) person chosen by these two (2) selected members.
- 19.3.4.3 The selection process shall be completed by both parties within fifteen (15) days following the receipt of the appeal by the County Superintendent.
- 19.3.4.4 The expenses attendant to the selection of committee members and the payment of any and all fees charged by committee members shall be borne and paid for by the appointing party.
- 19.3.4.5 The committee, within fifteen (15) days of its formation, shall meet and consider the original grievance, the decisions rendered, and the statement of the reasons for the appeal. It may also receive evidence and testimony from the grievant, administration or other persons with knowledge related to the grievance. The committee shall reach a majority position as to the facts of the grievance and recommend terms of settlement. Such recommendations, which shall be advisory only, shall be submitted in writing to the County Superintendent and to the grievant.
- 19.3.4.6 The committee shall have no authority to add to, delete, or alter any provisions of this Agreement, but shall limit their recommended settlement to the application and interpretation of this Agreement's provisions.
- 19.3.4.7 Within fifteen (15) days following receipt of the committee's report, the County Superintendent shall review the record, including all findings, conclusions and recommendations, to conduct their own hearing or investigation of the appeal, and render a final binding decision on the grievance. This does not abrogate a Grievant's right to initiate a judicial review of the proceedings when a final decision has been made.

19.4 Miscellaneous

- 19.4.1 Response: If the County Superintendent or their designee fails to respond to a grievance within the time limits specified for that step, the grievant shall have the right to appeal to the next step.
- 19.4.2 Conference: Grievant shall have the right to a conference, upon request, at each step.

- 19.4.3 Records: All records of the proceedings shall be retained by the Deputy Superintendent in a separate secured grievance file.
- 19.4.4 Reprisals: No reprisals shall be taken by or against any participant in a grievance procedure by reason of such participation.
- 19.4.5 Representation: Each party may be represented by a conferee at each formal stage of the grievance procedure. Grievant may select a conferee of their choice, which may or may not be a Job Representative designated by the Association.
- 19.4.6 Release Time: If the grievant requests that the Job Representative designated by the Association serve as their conferee, the Job Representative shall be permitted to leave their normal work area, subject to the approval as to scheduling of the Job Representative's immediate supervisor, for reasonable periods of time in order to assist in investigation, preparation, writing, presentation and resolution of grievances. Whenever possible, this shall occur during periods other than scheduled contact time with students.
- 19.4.7 Pay: A grievant required to appear at a grievance conference with the County Superintendent by reason of these procedures shall not suffer any loss of pay. All first through fourth step grievance processing at the formal level, including any or all conferences, shall only occur during periods other than scheduled contact time with students.
- 19.4.8 Extension of Time: Either party may request, in writing, a specific extension of any of the timelines.
- 19.4.9 Time Limitations: Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.
- 19.4.10 Forms: Forms for filing and processing grievances shall be prepared by the administration with the cost being borne by the County Superintendent.
- 19.4.11 Grievance Without Intervention: An employee may present and have resolved a grievance without the intervention of the Association as long as the adjustment is not inconsistent with the terms of this Agreement; provided that the County Superintendent shall not agree to a resolution of the grievance until the Chapter President has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.



## ARTICLE 20

### HEALTH AND WELFARE BENEFITS ADVISORY COMMITTEE

- 20.1 A Health and Welfare Benefits Advisory Committee shall be established to review cost containment proposals relating to health and welfare benefits and provide advice to the Superintendent.
- 20.2 The Committee shall consist of two (2) members each selected by CSEA and County Superintendent.
- 20.3 The Committee will be allowed release time up to a maximum of five (5) days per person per fiscal year to observe and/or attend pertinent workshops and meetings or to visit districts in order to adequately study proposals that could provide cost savings for the County Superintendent. Should the County Superintendent charge the Committee with conducting specific research, additional release days may be provided.
- 20.4 Any advice made by the Committee to the County Superintendent shall be timely for the negotiation process.

## ARTICLE 21

### PROFESSIONAL GROWTH

The purpose of this program is to provide incentive for unit members to enhance their current job performance and increase opportunities for career advancement in their current occupational areas and related promotional opportunities through in-service training and activities. Professional growth may be achieved through participation and completion in any activities such as:

1. College and adult education courses (live or online)
2. Institute learning programs
3. Conferences and workshops by Santa Cruz COE, city, county, or other outside organizations (live or online).
4. Holding an elective office in the Association or a related professional organization
5. Santa Cruz COE, county or city sponsored classes
6. Volunteer opportunities that are related to current role or serves a similar population as those to whom Santa Cruz COE provides services (see 21.2.6.).
7. Presenting as a primary or co-presenter at local, regional, state, or national workshops or conferences. This may include in-service trainings, guest lectures, webinar presentations, etc. on topics related to current job position and/or to related professionals (see 21.2.7.).

#### 21.1 Professional Growth Increment

- 21.1.1 A professional growth increment may be earned by accruing ten (10) semester units or the equivalent. Accrual may result through successfully completing college or adult education classes, attendance at institute lectures, workshops, seminars, conferences or county-offered classes; or by holding an elective office in the Association or a related professional organization. Online coursework and other virtual learning platforms may be considered valid when there is adequate documentation of registration and participation/completion.
- 21.1.2 All units must be job related within job classification, job family, association office, or promotional opportunity.

#### 21.2 Credit

- 21.2.1 Credit for graded college level courses or adult education courses shall be granted on a one-to-one basis. A grade of 'C' or better, or Pass on a Pass/Fail course, must be earned to receive credit for the course.
- 21.2.2 Credit for non-graded college or adult education level courses shall be granted on the basis of one (1) unit for fifteen (15) hours of class time. Credit for online learning content will be rounded to the nearest quarter hour if provided in minutes.
- 21.2.3 When applying for professional growth credit for activity during a regularly scheduled work period, an employee must verify approved unpaid leave prior to participation in the professional development. For the purpose of this article unpaid leave is defined as a non-workday, holiday, vacation or compensatory time off. No unit of credit will be granted for the same professional activity for which the employee has previously

received a unit unless recommended by the instructor. In no event shall units be created for a repeat course more than three (3) times.

- 21.2.4 Credit for holding elective office in the Association or serving as the professional growth chairperson will be at the rate of one and one-half (1 1/2) units for a full year of service. This may include any related local, county-wide, regional, state, or national organization.
- 21.2.5 An increment of two hundred and fifty dollars (\$250) shall be paid for accrued units per Article 21.1.1, earned to a maximum of seven (7) increments. Increments shall be permanent and shall be paid in addition to any step, across- the-board, or promotional increase.
- 21.2.6 Credit for volunteer opportunities should be related to current job classification/profession, or could be an opportunity that serves a population that is otherwise served by the COE, such as those in transitional housing, those with special needs, high-risk youth, migrant families, etc. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the Santa Cruz COE. Service hours will be credited one (1) unit for thirty (30) hours of volunteer time.
- 21.2.7 Credit for presenting as a primary or co-presenter at conferences, workshops, or other in-service trainings, or as a guest lecturer at local, regional, state, or national presentations. May include live or recorded webinar or virtual presentations. Time spent on preparation will not be included as credited hours. One-time presentation per course, title, or topic. Credit will be at the rate of one (1) hour of presentation time.
- 21.2.8 When applying for professional growth credit for activity during a regularly scheduled work period, an employee must verify approved unpaid leave prior to participation in the professional development. For the purpose of this article, unpaid leave is defined as a non-workday, holiday, vacation or compensatory time off. No unit of credit will be granted for the same professional activity for which the employee has previously received a unit unless recommended by the instructor. In no event shall units be created for a repeat course more than three (3) times.

### 21.3 Criteria for Point Credit

The committee may allow credit for professional growth learning opportunities in keeping with the following criteria:

- 21.3.1 Credit will be authorized only when the expenses involved in the professional growth activity are paid by the employee unless an exception is granted by the County Superintendent.
- 21.3.2 Professional growth opportunities leading to improvement of skills and/or knowledge contained in the job classification. Learning opportunities shall be specific to the current assignment or promotional opportunity, e.g. music for the elementary classroom, psychology of student learners, and physical fitness in the pre-kindergarten-post-secondary classroom. Unit credit will only be creditable when consistent with the requirements of the first paragraph of this Article.
- 21.3.3 Job improvement classes and/or experiences which lead to gaining more skills enabling an employee to function more effectively (i.e. human relations, Spanish, communications, computers, etc. within job classification, job family, Association office, or promotional opportunity).

21.3.4 Promotional classes and/or experiences to ready the employee for advancement.

21.3.4.1 If an employee is working towards a promotional opportunity that requires a college degree or a certificate from a training facility, the employee will be required to turn in a comprehensive list from the educational entity that shows all of the courses required for the degree or certificate for consideration of eligibility for job related hours or units.

21.3.4.2 Employees interested in pursuing education that may lead to a new career path outside of their job classification, but within the purview of the mission of the Santa Cruz COE and the population the agency serves, may also be considered.

21.3.4.3 Course “challenges” will not be given credit by the committee.

21.3.4.4 In the event the committee does not allow credit under this paragraph, the committee shall notify the candidate of the action in writing. When denied professional growth credit by the committee, an employee may appeal and provide to the committee (a) reference to the Article and section(s) invoked for creditable training and, (b) a detailed description how the class or training provides a substantive impact the employees’ current or promotional position. A maximum of one (1) appeal will be allowed per professional growth submission

#### 21.4 Participation Procedure

21.4.1 Participation is limited to employees who are probationary, permanent, or part-time, working three (3) hours or more per day for the school year (185 days) or 220+ days for other positions and classifications.

21.4.2 The Professional Growth Application, which can be obtained from the Human Resources web page, may be submitted to the Committee chairperson in person, through regular mail, or by email. If returned by regular mail, an email to the Chairperson confirming that the application was mailed is required. The application must be submitted within thirty (30) working days after completion of any professional growth activity. The committee will review the application and respond in writing to the applicant within ten (10) working days of the Professional Growth Committee meeting immediately following submission of the application.

21.4.3 An employee must submit a Professional Growth Application to the Professional Growth Committee Chairperson for approval by the last working day of May. Coursework taken after May 31 can be submitted and will be applied to the current fiscal year as long as the application and verification deadlines are met. A verification of satisfactory completion of all activities must be presented to the committee chairperson by June 30 of each year. Upon completion of a course or training, the employee will submit verification of completion, and for grade coursework verification of passing grade ( i.e. transcripts, course certification, time sheet, course schedule, grade verification), to the Professional Growth Committee Chairperson.

21.4.4 Credit will be recommended by the committee based upon official evidence of the successful completion of the professional growth activity.

21.4.5 Award of the increment shall become effective on July 1st, if recommended by the committee.

21.4.6 Only one (1) increment can be earned each year.

21.4.7 A maximum of seven (7) increments may be earned during the term of employment.

## 21.5 Increments

21.5.1 A verification of satisfactory completion of all activities must be presented to the committee chairperson by June 30th of the year in which the increment is earned. The committee chairperson will present to the County Superintendent or their designee(s) a listing of all candidates eligible for an increment during the first week of July.

21.5.2 Increments shall be paid on a monthly basis with regular pay to be reflected in the payroll starting no later than September 30th of any given year. A unit member is entitled to receive payment for an increment in the year in which it is earned and approved. Initial payment for an earned increment shall be awarded in a lump sum no later than September 30th subsequent to the increment being approved. In all subsequent years, payments for all accrued increments shall be paid on a monthly basis.

21.5.3 In order to receive payment for an increment, the individual must be an employee at the time the increment is earned, and the entire length of time the class is taken. If an individual is subsequently reemployed by the COE, previously earned increments and accrued coursework shall be restored upon their return if length of time away from the COE was less than five (5) years.

### 21.5.4 Upon Separation of Employment

21.5.4.1 If an employee separates from employment (resigns, retires, lay-off, etc.) from the COE prior to the end of the fiscal year (June 30th), any professional growth increments previously awarded will be prorated over twelve (12) months. The employee will be paid at the monthly prorated amount from July to the date of separation. Any time worked in the month of separation counts for full prorated payment for that month.

21.5.4.2 If an employee separates from employment (resigns, retires, layoff, etc.) from the COE prior to the end of the fiscal year (June 30th), the employee will be paid out for the previous years' increments upon separation.

## 21.6 Professional Growth Committee

21.6.1 The Professional Growth Committee shall comprise:

21.6.1.1 The County Superintendent or their designee as an ex-officio member;

21.6.1.2 A management representative from the Student and/or Educational Services Division;

21.6.1.3 A management representative from the Business Services Division;

21.6.1.4 The Director of the Human Resource Department;

21.6.1.5 One (1) representative selected by the Unit from each of the six (6) major classifications of classified personnel: (1) clerical/secretary; (2) business; (3) maintenance, operations; or transportation; (4) audio- visual, technology; (5) instructional aides; (6) other support staff. Each representative shall have an alternate.

- 21.6.2 The Professional Growth Committee members shall elect from their number a chairperson from the Association.
- 21.6.3 A quorum will consist of six (6) voting members with a minimum of two (2) members representing management and two (2) members representing the employees being required for the quorum. A minimum of five (5) members is required to convene . Unit members of the committee may submit requests for professional growth, but are denied the opportunity to advocate for their submission and are required to abstain from the voting process. The committee may ask the member questions about their submission and the member may respond to any questions asked.
- 21.6.4 The Human Resources Department shall maintain in each participating employee's personnel file a copy of the completed Professional Growth application. The chairperson will keep the original application and all verification(s) in each participating employee's Professional Growth Program file.
- 21.6.5 Participating employees shall be notified by the first week of August if a Professional Growth increment has been awarded and of any remaining units/hours to be carried forward to the following year.
- 21.6.6 Whenever possible all CSEA and Santa Cruz COE appointments shall be for a period of three (3) years with staggered terms to ensure that at least one (1) experienced CSEA and Santa Cruz COE member remain on the committee at all times. This provision will not exclude reappointments by the appointing authority.

## ARTICLE 22

### FLEX TIME

- 22.1 Flex-time is defined as an alternative work arrangement wherein employees may choose their arrival and departure time and vary the length of their lunch break (lunch break shall be no less than one-half (1/2) hour). The employer recognizes and accepts the concept of flex-time for implementation as appropriate within those job classifications represented by the Union. Supervisors are encouraged to make flex-time available to employees to both meet the employee's needs, as well as addressing the issue of traffic congestion.
- 22.2 Flex-time shall be available to both probationary and permanent classified unit members. A request for flex-time may be made at any time.
- 22.3 The structure of the work week shall be mutually agreed upon by the unit member and the member's supervisor and approved by the appropriate Assistant Superintendent or Divisional Director. All original requests for flex-time shall receive a written response, either approval or denial, within ten (10) working days. If denied, the requesting employee will have ten (10) working days to appeal in writing to the Superintendent or designee. The written response to the appeal shall be provided within ten (10) working days and a copy provided to the CSEA Chapter President.
- 22.4 Flex-time will not be available if the hours chosen adversely affect the operation of the Santa Cruz COE. If it is determined that a flex-time arrangement interferes with the operation of a program, the employer shall modify or terminate the arrangement with fifteen (15) working days written notification to the employee.
- 22.5 Application of this Article shall not violate any provisions of the Education Code or the Fair Labor Standards Act and no unit member will be denied any benefit contained elsewhere within this agreement.
- 22.6 Current flex-time agreements will remain in effect subject to the provisions regarding modification/termination contained in paragraph 22.4 above.

## ARTICLE 23

### COMPENSATION FOR TRAINING

- 23.1. Any employee who, in order to continue employment in their current position, is required to attend training sessions, shall be paid at their regular rate of pay and shall receive all benefits to which they are entitled.
  - 23.1.1 For 10-month employees hired after the commencement of the school calendar year, training hours mandated by a department (i.e. staff development hours) shall be prorated by month of hire. Prorated hours will be determined by date of hire, FTE status, and divided by 10 months through the end of the contractual calendar year or as determined by the department and payroll. Training modules assigned by the County Office that are required for employment (e.g. Mandated Reporter Training, Sexual Harassment Prevention, etc.) will still be required regardless of prorated changes based on their hire date.
- 23.2. When a specialized (i.e., non-regular) driver's license is a part of the job description, upon prior approval of the County Office, the cost of the license, school seminars and transportation shall be paid by the County Office.



## ARTICLE 24

### COMPLETION OF AGREEMENT

- 24.1 This document comprises the entire Agreement between the parties as to all those matters within the lawful scope of negotiations. It is understood that any or all Articles of this Agreement may be reopened during the initial year of the term as defined in Article 2. It is further understood that for a multi-year term, in all years subsequent to the initial year, negotiations may be reopened for the purpose of negotiating Article 11, Pay and Allowances, Article 12, Health and Welfare Benefits and a maximum of two (2) additional Articles per party. Both parties agree to notify the other party to this Agreement in writing, of its request to modify or amend Articles of this Agreement.
- 24.2 During the term of this Agreement, both parties expressly waive and relinquish the right to meet and negotiate and agree that neither party shall be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not, even though such subject or matters may not have been within the knowledge or contemplation of the parties to this Agreement, and even though such subjects or matters were proposed and later withdrawn. This does not preclude negotiations related to a change in State law brought about by administrative or judicial finding or change in statute directly affecting this Agreement.

## **ARTICLE 25**

### **COMMITMENT TO AGREEMENT**

- 25.1 It is the intent of the parties that during the term of the Agreement the members of the Unit shall faithfully and diligently perform all of the duties normally associated with the positions.
- 25.2 In the event that members of the Unit take any steps in violation of the provisions of this section, the Association shall make every effort to prevent such activities and to induce the employees to comply with the terms of this Agreement.
- 25.3 In the event of violation of this section, the County Superintendent may terminate any right granted by this Agreement or by other provisions.

## ARTICLE 26

### SAVINGS

If any provision of this Agreement or any application thereof to any employee is held by a court of competent jurisdiction to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

IN WITNESS WHEREOF, this Agreement has been ratified and accepted on the date below, as indicated by its execution by the duly authorized representatives of each party, hereto.

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Rory Bruce, President  
CSEA Chapter #484

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Dr. Faris Sabbah, Superintendent  
Santa Cruz County Office of Education

Date CSEA Ratified: October 29, 2015

## APPENDIX A



### Santa Cruz County Office of Education 2024-2025 Classified Personnel Titles and Range Numbers

CLASSIFICATION TITLE	RANGE
<b>FAMILY: ADMINISTRATION SUPPORT</b>	
Executive Assistant	32
Executive Assistant, SELPA/MIS Technician	32
Department Office Coordinator	31
Senior Administrative Assistant	27
Administrative Assistant	23
Interpreter/Translator	23
Assistant	20
Receptionist II	16
Receptionist	14
Clerical Assistant	12
<b>FAMILY: INSTRUCTIONAL SUPPORT</b>	
Behavior Modification Technician	40
Program Coordinator, Outdoor Education	39
Student Leadership and Engagement Coordinator	35
Program Assistant, Outdoor Education	31
Foster/Homeless Youth Educational Liaison	30
Guidance Counselor Technician II	30
Alternative Media Specialist, Visually Impaired	27
Senior Instructional Aide, Autism Support	27
Senior Instructional Aide, Court and Community Schools	27
Senior Instructional Aide, Juvenile Hall	27
Senior Instructional Aide, Moderate/Severe	27
Work Experience Specialist	27
Instructional Aide, Alternative Education	23
Instructional Aide, Autism Support	23
Instructional Aide, Moderate/Severe	23
Guidance Counselor Technician I	21
Campus Supervisor	21
Alternative Media Assistant, Visually Impaired	20
<b>FAMILY: MAINTENANCE</b>	
Maintenance Specialist	30
Maintenance Custodian	20
<b>FAMILY: PROFESSIONAL SERVICES</b>	
Behavioral Analyst	54
Occupational Therapist	54
Therapist/Physically Disabled	54



**Santa Cruz County Office of Education**  
**2024-2025 Classified Personnel Titles and Range Numbers**

<b>CLASSIFICATION TITLE</b>	<b>RANGE</b>
<b>FAMILY: PROGRAM AND FINANCIAL SUPPORT</b>	
Educator Recruitment, Retention, and Effectiveness Organizer	47
Project Coordinator, MEDI-CAL	45
Senior Community Organizer, Student Support Services	42
Senior Financial Analyst	42
Financial Analyst	39
Community Organizer	39
Community Organizer, Child Development Programs	39
Fiscal Accountant	35
Project Coordinator	35
Project Coordinator, Child Development Programs	35
Senior Credentials Analyst	35
Senior Account Specialist, Benefits	35
Senior Account Specialist, Retirement Reporting	35
Senior Account Specialist, Revenue and Apportionment	35
Account Specialist IV	33
Credentials Analyst	32
Student Data Specialist II, Alternative Education	32
Student Data Specialist II, Special Education	32
Project Specialist	30
Project Specialist, Child Development Programs	30
Assessment, Data, and Technology Specialist (Alternative Education)	29
Human Resources/Credentials Technician	28
Account Specialist III	27
Human Resources Technician	25
Resource and Referral Technician, Child Development Programs, Level II	24
Human Resources Assistant III	23
Student Data Specialist	23
Account Specialist II	21
Human Resources Assistant II	19
Resource and Referral Technician, Child Development Programs, Level I	17
Human Resources Assistant	16
<b>FAMILY: TECHNOLOGY SUPPORT</b>	
Network and Systems Architect	53
Systems Engineer	43
Technology Infrastructure Analyst	41
Senior Systems Support Liaison	42
Network Support Specialist	38
Systems Support Liaison	38
Student Data Coordinator (CALPADS and SIS)	37
Technology Support Technician	33
Web Technician and Digital Media Producer	31



## APPENDIX B



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

### Santa Cruz County Office of Education Dr. Faris Sabbabh, Superintendent 2024-2025 Hourly Classified Salary Schedule Effective 7/1/2024

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
8	\$17.90	\$18.71	\$19.55	\$20.49	\$21.44	\$22.40
10	\$18.71	\$19.55	\$20.49	\$21.44	\$22.40	\$23.47
11	\$19.14	\$20.00	\$20.92	\$21.91	\$22.94	\$24.00
12	\$19.55	\$20.49	\$21.44	\$22.40	\$23.47	\$24.59
13	\$20.00	\$20.92	\$21.91	\$22.94	\$24.00	\$25.15
14	\$20.49	\$21.44	\$22.40	\$23.47	\$24.59	\$25.70
15	\$20.92	\$21.91	\$22.94	\$24.00	\$25.15	\$26.36
16	\$21.44	\$22.40	\$23.47	\$24.59	\$25.70	\$26.97
17	\$21.91	\$22.94	\$24.00	\$25.15	\$26.36	\$27.58
18	\$22.40	\$23.47	\$24.59	\$25.70	\$26.97	\$28.21
19	\$22.94	\$24.00	\$25.15	\$26.36	\$27.58	\$28.89
20	\$23.47	\$24.59	\$25.70	\$26.97	\$28.21	\$29.57
21	\$24.00	\$25.15	\$26.36	\$27.58	\$28.89	\$30.25
22	\$24.59	\$25.70	\$26.97	\$28.21	\$29.57	\$30.96
23	\$25.15	\$26.36	\$27.58	\$28.89	\$30.25	\$31.70
24	\$25.70	\$26.97	\$28.21	\$29.57	\$30.96	\$32.46
25	\$26.36	\$27.58	\$28.89	\$30.25	\$31.70	\$33.20
26	\$26.97	\$28.21	\$29.57	\$30.96	\$32.46	\$34.00
27	\$27.58	\$28.89	\$30.25	\$31.70	\$33.20	\$34.84
28	\$28.21	\$29.57	\$30.96	\$32.46	\$34.00	\$35.63
29	\$28.89	\$30.25	\$31.70	\$33.20	\$34.84	\$36.48
30	\$29.57	\$30.96	\$32.46	\$34.00	\$35.63	\$37.34
31	\$30.25	\$31.70	\$33.20	\$34.84	\$36.48	\$38.24
32	\$30.96	\$32.46	\$34.00	\$35.63	\$37.34	\$39.15
33	\$31.70	\$33.20	\$34.84	\$36.48	\$38.24	\$40.09
34	\$32.46	\$34.00	\$35.63	\$37.34	\$39.16	\$41.07
35	\$33.20	\$34.84	\$36.48	\$38.24	\$40.09	\$42.03
36	\$34.00	\$35.63	\$37.34	\$39.16	\$41.07	\$43.02
37	\$34.84	\$36.48	\$38.24	\$40.09	\$42.03	\$44.08
38	\$35.63	\$37.34	\$39.16	\$41.07	\$43.02	\$45.18
39	\$36.48	\$38.24	\$40.09	\$42.03	\$44.08	\$46.22
40	\$37.34	\$39.16	\$41.07	\$43.02	\$45.18	\$47.36
41	\$38.24	\$40.09	\$42.03	\$44.08	\$46.22	\$48.51
42	\$39.16	\$41.07	\$43.02	\$45.18	\$47.36	\$49.69
43	\$40.09	\$42.03	\$44.08	\$46.22	\$48.51	\$50.89
44	\$41.07	\$43.02	\$45.18	\$47.36	\$49.69	\$52.13
45	\$42.03	\$44.08	\$46.22	\$48.51	\$50.89	\$53.41
46	\$43.02	\$45.18	\$47.36	\$49.69	\$52.13	\$54.67
47	\$44.08	\$46.22	\$48.51	\$50.89	\$53.41	\$56.02
48	\$45.18	\$47.36	\$49.69	\$52.13	\$54.67	\$57.36
49	\$46.22	\$48.51	\$50.89	\$53.41	\$56.02	\$58.76
50	\$47.36	\$49.69	\$52.13	\$54.67	\$57.36	\$60.14
51	\$48.51	\$50.89	\$53.41	\$56.02	\$58.76	\$61.58
52	\$49.69	\$52.13	\$54.67	\$57.36	\$60.14	\$63.16
53	\$50.89	\$53.41	\$56.02	\$58.76	\$61.58	\$64.66
54	\$52.13	\$54.67	\$57.36	\$60.14	\$63.16	\$66.31

• Monthly Rate is based on 173.33 hours per month (2,080 hours/year)

• Longevity Awarded After:

6 Years 2.5%      10 Years 5%      15 Years 7.5%      20 Years 10%      25 Years 12.5%      30 Years 15%      35 Years 17.5%

• Unit members will be eligible to receive an annual educational incentive based on degree earned. Annual award amounts are as follows: Associate Degree - \$375, Bachelor's Degree - \$750, Master's Degree - \$1,500, Doctorate Degree - \$1,500, or both a Master's degree and a Doctorate degree - additional \$400. Amounts are pro-rated based on FTE and a maximum of one degree educational incentive will be credited per employee per year.

• Eligible unit members who have completed the Registered Behavior Technician (RBT) Certification process will receive a \$250 annual RBT stipend (pro-rated on FTE). Eligible unit members who have completed the Board Certified Assistant Behavior Analyst (BCaBA) Certification process will receive a \$500 annual BCaBA stipend (pro-rated on FTE) paid monthly in proportion to employee's work year.

• Eligible unit members who have completed the appropriate training may be eligible to receive the following Emergency Medication Administration stipends: Epi-Pen \$500, FDA approved emergency seizure medication (e.g. Dilantin, nasal Valium) \$1,000, and Diabetic medication administration \$1,500 as outlined in Article 11.16 Administration of Emergency Medications of the CSEA bargaining unit contract

• Unit members may be eligible for the following stipends:

Specialized Health Care Procedures - 5%

Shift Differential - 5%

Bilingual/bi-literate - 5%

Bilingual - 2.5%

2% Increase effective 7/1/2024

Superintendent Approved



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**2024-2025 Monthly Classified Salary Schedule**  
**Effective 7/1/2024**

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 1 Hourly
8	\$3,102	\$3,245	\$3,389	\$3,551	\$3,716	\$3,882	\$17.90
10	\$3,245	\$3,389	\$3,551	\$3,716	\$3,882	\$4,070	\$18.71
11	\$3,317	\$3,468	\$3,626	\$3,798	\$3,976	\$4,161	\$19.14
12	\$3,389	\$3,551	\$3,716	\$3,882	\$4,070	\$4,263	\$19.55
13	\$3,468	\$3,626	\$3,798	\$3,976	\$4,161	\$4,359	\$20.00
14	\$3,551	\$3,716	\$3,882	\$4,070	\$4,263	\$4,455	\$20.49
15	\$3,626	\$3,798	\$3,976	\$4,161	\$4,359	\$4,569	\$20.92
16	\$3,716	\$3,882	\$4,070	\$4,263	\$4,455	\$4,676	\$21.44
17	\$3,798	\$3,976	\$4,161	\$4,359	\$4,569	\$4,780	\$21.91
18	\$3,882	\$4,070	\$4,263	\$4,455	\$4,676	\$4,890	\$22.40
19	\$3,976	\$4,161	\$4,359	\$4,569	\$4,780	\$5,007	\$22.94
20	\$4,070	\$4,263	\$4,455	\$4,676	\$4,890	\$5,124	\$23.47
21	\$4,161	\$4,359	\$4,569	\$4,780	\$5,007	\$5,243	\$24.00
22	\$4,263	\$4,455	\$4,676	\$4,890	\$5,124	\$5,366	\$24.59
23	\$4,359	\$4,569	\$4,780	\$5,007	\$5,243	\$5,496	\$25.15
24	\$4,455	\$4,676	\$4,890	\$5,124	\$5,366	\$5,624	\$25.70
25	\$4,569	\$4,780	\$5,007	\$5,243	\$5,496	\$5,756	\$26.36
26	\$4,676	\$4,890	\$5,124	\$5,366	\$5,624	\$5,893	\$26.97
27	\$4,780	\$5,007	\$5,243	\$5,496	\$5,756	\$6,039	\$27.58
28	\$4,890	\$5,124	\$5,366	\$5,624	\$5,893	\$6,175	\$28.21
29	\$5,007	\$5,243	\$5,496	\$5,756	\$6,039	\$6,321	\$28.89
30	\$5,124	\$5,366	\$5,624	\$5,893	\$6,175	\$6,473	\$29.57
31	\$5,243	\$5,496	\$5,756	\$6,039	\$6,321	\$6,628	\$30.25
32	\$5,366	\$5,624	\$5,893	\$6,175	\$6,473	\$6,787	\$30.96
33	\$5,496	\$5,756	\$6,039	\$6,321	\$6,628	\$6,949	\$31.70
34	\$5,624	\$5,893	\$6,175	\$6,473	\$6,787	\$7,119	\$32.46
35	\$5,756	\$6,039	\$6,321	\$6,628	\$6,949	\$7,287	\$33.20
36	\$5,893	\$6,175	\$6,473	\$6,787	\$7,119	\$7,459	\$34.00
37	\$6,039	\$6,321	\$6,628	\$6,949	\$7,287	\$7,643	\$34.84
38	\$6,175	\$6,473	\$6,787	\$7,119	\$7,459	\$7,830	\$35.63
39	\$6,321	\$6,628	\$6,949	\$7,287	\$7,643	\$8,010	\$36.48
40	\$6,473	\$6,787	\$7,119	\$7,459	\$7,830	\$8,209	\$37.34
41	\$6,628	\$6,949	\$7,287	\$7,643	\$8,010	\$8,410	\$38.24
42	\$6,787	\$7,119	\$7,459	\$7,830	\$8,209	\$8,612	\$39.16
43	\$6,949	\$7,287	\$7,643	\$8,010	\$8,410	\$8,821	\$40.09
44	\$7,119	\$7,459	\$7,830	\$8,209	\$8,612	\$9,035	\$41.07
45	\$7,287	\$7,643	\$8,010	\$8,410	\$8,821	\$9,257	\$42.03
46	\$7,459	\$7,830	\$8,209	\$8,612	\$9,035	\$9,477	\$43.02
47	\$7,643	\$8,010	\$8,410	\$8,821	\$9,257	\$9,708	\$44.08
48	\$7,830	\$8,209	\$8,612	\$9,035	\$9,477	\$9,942	\$45.18
49	\$8,010	\$8,410	\$8,821	\$9,257	\$9,708	\$10,186	\$46.22
50	\$8,209	\$8,612	\$9,035	\$9,477	\$9,942	\$10,423	\$47.36
51	\$8,410	\$8,821	\$9,257	\$9,708	\$10,186	\$10,674	\$48.51
52	\$8,612	\$9,035	\$9,477	\$9,942	\$10,423	\$10,946	\$49.69
53	\$8,821	\$9,257	\$9,708	\$10,186	\$10,674	\$11,208	\$50.89
54	\$9,035	\$9,477	\$9,942	\$10,423	\$10,946	\$11,492	\$52.13

• Monthly Rate is based on 173.33 hours per month (2,080 hours/year)

• Longevity Awarded After:

6 Years 2.5%      10 Years 5%      15 Years 7.5%      20 Years 10%      25 Years 12.5%      30 Years 15%      35 Years 17.5%

• Unit members will be eligible to receive an annual educational incentive based on degree earned. Annual award amounts are as follows: Associate Degree - \$375, Bachelor's Degree - \$750, Master's Degree - \$1,500, Doctorate Degree - \$1,500, or both a Master's degree and a Doctorate degree - additional \$400. Amounts are pro-rated based on FTE and a maximum of one degree educational incentive will be credited per employee per year.

• Eligible unit members who have completed the Registered Behavior Technician (RBT) Certification process will receive a \$250 annual RBT stipend (pro-rated on FTE). Eligible unit members who have completed the Board Certified Assistant Behavior Analyst (BCaBA) Certification process will receive a \$500 annual BCaBA stipend (pro-rated on FTE) paid monthly in proportion to employee's work year.

• Eligible unit members who have completed the appropriate training may be eligible to receive the following Emergency Medication Administration stipends: Epi-Pen \$500, FDA approved emergency seizure medication (e.g. Dilstat, nasal Valium) \$1,000, and Diabetic medication administration \$1,500 as outlined in Article 11.16 Administration of Emergency Medications of the CSEA bargaining unit contract.

• Unit members may be eligible for the following special compensation:

Specialized Health Care Procedures - 5% (Base Only)      Shift Differential - 5%      Bilingual - 2.5%      Bilingual/bi literate - 5%

• Base Salary: Determined by the employee's step and salary range.

Longevity Pay: Calculated as a percentage of base earnings.

Bilingual/Bi literate Pay: Applied at 2.5% / 5% of the total earnings (base + longevity).

Shift Differential Pay: Applied at 5% of the total earnings (base + longevity + bilingual).

2% Increase effective 7/1/2024

Revised 11/30/2024

Superintendent Approved

*Faris Sabbah*  
12/10/24

## APPENDIX C

### **CSEA Health and Welfare Benefits 2023-2024 Medical Rates**

For 2023-24 (October 1, 2023 through September 30, 2024), the employer shall contribute an amount equal to fund the health plans listed below:

Anthem Blue Cross Premier 20 HMO	\$1,877.76
Delta Dental Service; maximum coverage of two thousand dollars (\$2,000.00) per year per eligible person	\$121.03
Vision Service Plan, Plan C (enhanced)	\$20.81
\$25,000.00 Employee Level Term Life Insurance	\$3.75
American Fidelity Long-Term Disability	.75% per \$100.00 of payroll

Option: Employee may buy up to either of the Anthem Blue Cross PPO Plans. Employer will offer an IRS 125 Plan for premium payments. Employee may also select one (1) of the current lower cost Anthem Blue Cross HMO plans provided by Self Insured Schools of California (SISC).

1. Health plan information updated annually.
2. Employee contribution varies according to the plan chosen by the employee.
3. If the provider is a PPO dentist, maximum coverage is two thousand two hundred dollars (\$2,200.00) per year, per eligible person.
4. Employees will be entitled to the full benefit amount up to age 65. On your 65th birthday but under 70, the amount of Your Basic Life Insurance will be limited to sixty-five percent (65%) of coverage amount. On or after your 70th birthday, the amount of such insurance will be fifty percent (50%) of the coverage amount.

If you are under age 65 on the effective date of your insurance, the amounts of Your Basic Life Insurance on and after age 65 will be sixty five percent (65%) of such insurance in effect on the day before your 65th birthday. On and after your 70th birthday, the amount of such insurance will be fifty percent (50%) the amount of such insurance in effect on the day before your 65th birthday. The appropriate percentage will be effective on March 1st following the attainment of your age.



# APPENDIX D



## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

### 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
Aug.				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Sept.	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
Oct.		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Nov.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec.		2	3	4	5
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

#### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

#### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Feb.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
Apr.					
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
May				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Cabrillo Post-Senior Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Aug.				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

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

Oct.		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

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

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

### NOTABLE DATES

July 4	Legal Holiday
Aug 1, 2, 5	Staff Development
Aug. 6.	Teacher Work Day
Aug. 7	Orientation Day
Aug. 8	First Day of School
Sept. 2	Labor Day
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 08	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 14	Lincoln's Birthday
Feb. 17	Presidents' Day
Mar. 14.	No School
May 26	Memorial Day
May 29	Last Student Day
June 19	Juneteenth

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Feb.					
	3	4	5	6	7
	11	12	13	14	15
	17	18	19	20	21
	24	25	26	27	28

Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.					
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

May					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

### LEGEND

Legal Holiday

Orientation Day/Teacher work Day

Breaks

Start/End of the Semester

Sp. Ed Staff Dev. (No School)

Total School Days: 180  
Total Teacher Days: 185

## APPENDIX E

### SANTA CRUZ COUNTY OFFICE OF EDUCATION, CSEA CHAPTER 484

#### GRIEVANCE FORM

Grievant's Name: \_\_\_\_\_ Position/Site: \_\_\_\_\_

Address: \_\_\_\_\_ Home # \_\_\_\_\_ Work # \_\_\_\_\_

Date Grievance Form Filed: \_\_\_\_\_ Presented to: \_\_\_\_\_

Grievance Step per Article 19 (Step I, II, III, IV) (Circle one response) Date: \_\_\_\_\_

Name of immediate Supervisor: \_\_\_\_\_

#### **CONCISE STATEMENT OF GRIEVANCE**

1. Statement of grievance (please indicate names, location, time, etc., if you need additional space, write on the back or attach additional sheets)

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2. Specific Provision(s) of contract violated: \_\_\_\_\_

3. Date(s) of Alleged violation: \_\_\_\_\_

4. Date of Informal Conference \_\_\_\_\_

5. Attendees at Informal Conference \_\_\_\_\_

6. Decision rendered at informal conference (attach written decision): \_\_\_\_\_

---

#### **SPECIFIC REMEDY SOUGHT** (please indicate what you want to be done)

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Signature: \_\_\_\_\_ Date filed: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Attachments: Attach all correspondence**

c: Immediate Supervisor, Assistant Superintendent, Student and Personnel Services, Person Filing Grievance and CSEA



# APPENDIX F



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

## BOARD OF EDUCATION

Mr. Ed Acosta  
Mr. Edward Estrada  
Ms. Sandra Nichols  
Ms. Sue Roth  
Mr. Abel Sanchez  
Mr. Bruce Van Allen  
Ms. Rachel Williams

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • [www.santacruzcoe.org](http://www.santacruzcoe.org)

## Classified Performance Review – Administrative Support Level (Range 0-23)

Employee	Job Classification	Program	Evaluation Period

### Performance Rating Scale

#### Required Ratings:

1 = Exceeds the Requirements of the Job

2 = Meets the Requirements of the Job

3 = Professional Growth Area to Meet Requirements of Job

4 = Does Not Meet the Requirements of the Job

N = Not a Requirement of the Job

Organizational Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer service
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

Interpersonal Skill Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stress management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

Position-Specific Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record keeping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizational Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow through
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Problem solving skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Productivity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Operation of equipment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Classified Performance Review – Administrative Support Level (Range 0-23)**

Employee	Job Classification	Program	Evaluation Period
Supervisor	<b>Recognition of Outstanding Performance Areas ("1" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Specific Deficiency Areas ("4" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>An Improvement Plan Form is Required:</b> I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No		
	<b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary		
	<b>Authorizations:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">             _____              Supervisor/Date           </div> <div style="width: 45%;">             _____              Co-Evaluator/Date           </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">             _____              Program Director/Date           </div> <div style="width: 45%;">             _____              Division Supt./Superintendent Designee/Date           </div> </div>		
	<b>Classified Performance Review Results</b> <b>Summary Rating (Required):</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Exceeds requirements of the job  <input type="checkbox"/> Meets requirements of the job with Professional Growth areas identified           </div> <div style="width: 45%;"> <input type="checkbox"/> Meets requirements of the job  <input type="checkbox"/> Does not meet requirements of the job           </div> </div> <b>Probationary Employees Only:</b> <input type="checkbox"/> I do <input type="checkbox"/> I do "not" recommend this employee be granted permanent status.		
	Collaborative	<b>Professional Growth Area/s for Personal Development:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
Use additional sheets as necessary.			
Employee	<b>Employee comments:</b>  <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	This report was discussed with me: <input type="checkbox"/> Yes <input type="checkbox"/> No I understand that my signature does not necessarily indicate agreement		
	_____ Employee/Date		
HR Director	<input type="checkbox"/> Annual Review <input type="checkbox"/> Special Review <input type="checkbox"/> Probationary (2 month) <input type="checkbox"/> Probationary (5 month) <input type="checkbox"/> Notice/Unsatisfactory Service <input type="checkbox"/> Notice/Commendation		
	_____ Human Resources Director Signature/Date		



**Classified Performance Review – Technical Level (Range 24-54)**

Employee	Job Classification	Program	Evaluation Period

**Performance Rating Scale**

**Required Ratings:**

1 = Exceeds the Requirements of the Job

2 = Meets the Requirements of the Job

3 = Professional Growth Area to Meet Requirements of Job

4 = Does Not Meet the Requirements of the Job

N = Not a Requirement of the Job

**Organizational Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer service
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

**Interpersonal Skill Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stress management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

**Position-Specific Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accounting practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality/accuracy of work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizational Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow through
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Problem solving skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project administration
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Computer programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confidentiality
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Classified Performance Review – Technical Level (Range 24-54)**

Employee	Job Classification	Program	Evaluation Period
<div style="display: flex; justify-content: space-between;"> <div style="width: 30px; text-align: center; font-weight: bold;">Supervisor</div> <div style="width: 970px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Recognition of Outstanding Performance Areas ("1" Ratings)</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Specific Deficiency Areas ("4" Ratings)</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>An Improvement Plan Form is Required:</b>  I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Authorizations:</b>  <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Supervisor/Date _____  Program Director/Date _____ </div> <div style="width: 45%;"> Co-Evaluator/Date _____  Division Supt./Superintendent Designee/Date _____ </div> </div> </div> <div style="border: 1px solid black; padding: 5px;"> <b>Classified Performance Review Results</b>  <b>Summary Rating (Required):</b>  <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Exceeds requirements of the job  <input type="checkbox"/> Meets requirements of the job with Professional Growth areas identified </div> <div> <input type="checkbox"/> Meets requirements of the job  <input type="checkbox"/> Does not meet requirements of the job </div> </div> <b>Probationary Employees Only:</b>  <input type="checkbox"/> I do    <input type="checkbox"/> I do "not" recommend this employee be granted permanent status. </div> </div> </div>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30px; text-align: center; font-weight: bold;">Collaborative</div> <div style="width: 970px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Professional Growth Area/s for Personal Development:</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px;"> Use additional sheets as necessary. </div> </div> </div>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30px; text-align: center; font-weight: bold;">Employee</div> <div style="width: 970px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Employee comments:</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Use additional sheets as necessary. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> This report was discussed with me: <input type="checkbox"/> Yes <input type="checkbox"/> No  I understand that my signature does not necessarily indicate agreement </div> <div style="border: 1px solid black; padding: 5px;"> Employee/Date _____ </div> </div> </div>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30px; text-align: center; font-weight: bold;">HR Director</div> <div style="width: 970px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> Annual Review    <input type="checkbox"/> Special Review    <input type="checkbox"/> Probationary (2 month)    <input type="checkbox"/> Probationary (5 month)  <input type="checkbox"/> Notice/Unsatisfactory Service    <input type="checkbox"/> Notice/Commendation </div> <div style="border: 1px solid black; padding: 5px;"> Human Resources Director Signature/Date _____ </div> </div> </div>			



**Classified Performance Review – Instructional Support Family**

Employee	Job Classification	Program	Evaluation Period

**Performance Rating Scale**

**Required Ratings:**

**1 = Exceeds the Requirements of the Job**

**2 = Meets the Requirements of the Job**

**3 = Professional Growth Area to Meet Requirements of Job**

**4 = Does Not Meet the Requirements of the Job**

**N = Not a Requirement of the Job**

Organizational Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interpersonal relations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

Interpersonal Skill Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of practices that ensure personal & group safety.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to handle stressful situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates w/ colleagues, follows instructions & uses problem solving & other skills to work as an effective member of the instructional team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

Position-Specific Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge of necessary subject matter content to provide instructional support and other direct services to students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge of the role & responsibilities of instructional support staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies basic knowledge of student development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies professional standards of conduct, including the requirement of confidentiality.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Awareness of diversity among the children, youth, families & staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies the elements of effective instruction to assist teaching & learning as developed by the certificated/licensed staff in a variety of settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to utilize appropriate strategies & techniques to provide instructional support in teaching & learning as developed by the certificated/licensed staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to motivate & assist children & youth according to individual student needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of the ways in which technology can assist teaching, learning and record keeping.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of social &/or health related support techniques.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to organize & maintain a variety of student records.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Classified Performance Review – Instructional Support Family**

Employee	Job Classification	Program	Evaluation Period
Supervisor	<b>Recognition of Outstanding Performance Areas ("1" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Specific Deficiency Areas ("4" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>An Improvement Plan Form is Required:</b> I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No		
	<b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary		
	<b>Authorizations:</b>  <div style="display: flex; justify-content: space-between;"> <div>Supervisor/Date _____</div> <div>Co-Evaluator/Date _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Program Director/Date _____</div> <div>Division Supt/Superintendent Designee/Date _____</div> </div>		
Collaborative	<b>Professional Growth Area/s for Personal Development:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
Employee	<b>Employee comments:</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	This report was discussed with me: <input type="checkbox"/> Yes <input type="checkbox"/> No I understand that my signature does not necessarily indicate agreement  _____ Employee/Date		
HR Director	<input type="checkbox"/> Annual Review <input type="checkbox"/> Special Review <input type="checkbox"/> Probationary (2 month) <input type="checkbox"/> Probationary (5 month) <input type="checkbox"/> Notice/Unsatisfactory Service <input type="checkbox"/> Notice/Commendation		
	_____ Human Resources Director Signature/Date		

APPENDIX G

**CALIFORNIA SCHOOL  
EMPLOYEES  
ASSOCIATION,  
CHAPTER #484**

**CATASTROPHIC LEAVE BANK  
Request Form**

Employee Name: \_\_\_\_\_

Position: \_\_\_\_\_

I am requesting \_\_\_\_\_ hours from the SCCOE Classified Catastrophic Leave Bank  
(Please refer to Catastrophic Leave Policy for detailed requirements).

Please select one of the options below:

- ☐ Please solicit donations on my behalf.  
☐ I wish my request to remain anonymous.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

*(or authorized representative if employee is unable to make a written request because of the catastrophic illness or injury)*

**Benefits Use Only**

Date all accrued paid leave will be exhausted: \_\_\_\_\_ Date differential pay begins: \_\_\_\_\_

Verified by: \_\_\_\_\_ Date: \_\_\_\_\_

**CSEA Use Only**

- ☐ Approved Number of Hours: \_\_\_\_\_  
☐ Denied Comments: \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX H

### ***CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #484***

#### **CATASTROPHIC LEAVE BANK Donation Form**

The Catastrophic Leave Bank is open to all classified CSEA unit members who wish to donate sick hours to support a staff member in need. To initially become a member, one only needs to donate the equivalent of one day in hours.

Please refer to your Classified Unit Agreement for more information on the Catastrophic Leave Bank including definitions, eligibility, required contributions, withdrawals and administration.

Please complete the form below and return it to LaDawn Holliday Tilmon in the Human Resources department at the Santa Cruz County Office of Education.

I, \_\_\_\_\_, being a classified employee of the Santa Cruz County Office of Education hereby

- ☐ Donate \_\_\_\_\_ hours to the Classified Catastrophic Leave Bank.
- ☐ Donate \_\_\_\_\_ hours to: \_\_\_\_\_ (after solicitation of hours)
- ☐ Do not wish to donate to the Classified Catastrophic Leave bank at this time.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

## APPENDIX I



### PROFESSIONAL GROWTH APPLICATION

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_  
Position/Title \_\_\_\_\_ Work Location/Dept. \_\_\_\_\_ Work Phone \_\_\_\_\_  
Course/Organization \_\_\_\_\_ Other Phone \_\_\_\_\_  
Date Course Starts \_\_\_\_\_ Ends \_\_\_\_\_ Time Starts \_\_\_\_\_ Ends \_\_\_\_\_  
Days of Week course takes place Su ☐ M ☐ T ☐ W ☐ TH ☐ F ☐ S ☐  
Location \_\_\_\_\_

Will you earn units or hours? How Many? ☐ Units \_\_\_\_\_ ☐ Hours \_\_\_\_\_

*If the course is taken during regular work hours, you must submit a copy of your time sheet (or other form of verification) indicating that you used approved authorized leave.*

**Description of course, workshop, or organization.** Be sure to include course, or any other relevant support material. Requests for organization must include office held.

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**Please state why the course is related to your position:**

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**Refer to Article 21 - Professional Growth - of the Classified Employee Unit Agreement for rules.**

**Attestation:**

I attest the documentation provided with this application is true and accurate to the best of my knowledge. I attest that I maintained professional conduct throughout the learning process according to any parameters set within Article 21 of the CSEA Unit Agreement, the SCCOE, as well as any other professional organizations with which I am aligned. I understand my submission may be revoked if contrary information is found.

**Distribution:**

1. Professional Growth permanent file.
2. Employee's Personnel File
3. Employee receives copy after Professional Growth Activity has been completed

#### Committee Use Only

Date Request Received: _____	
Committee Action:	
Date: _____	
<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved
<input type="checkbox"/> Job Related	<input type="checkbox"/> Career/Education Plan
Explanation of Action: _____	

Verification Received Date	
<input type="checkbox"/> Completed	<input type="checkbox"/> Not Completed
Number of Units	_____
Number of Hours	_____
Units/Hours Approved/Posted	_____
Chairperson's Signature	

## CSEA Professional Growth

### Checklist for Submission

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Please upload documents to: **professionalgrowth@santacruzcoe.org**

<input type="checkbox"/>	Submit application within thirty (30) days of <b>completion</b> of course (submit grades/certificates later if need be; don't wait for these to be sent to you)
<input type="checkbox"/>	Submit supporting documents (registration, grades/certificates of completion, etc.)
<input type="checkbox"/>	Ensure description of course and rationale are relevant; provide examples of how the learning opportunity will be applied to your position or potential position

### Examples of Professional Growth Opportunities

#### Conferences, Workshops, Other Trainings

- May be online or live; must provide certificate of completion or certificate of attendance. May include training sponsored by the Santa Cruz County Office of Education, such as those sponsored by Keenan, SELPA, CAC, or other departmental training.

#### College, Continuing Education Coursework

- May be online or live; must provide certificate of completion or grade (transcript, letter grade, or credit/no credit).

#### Webinars or Other Online Training Modules

- Webinars that provide a certificate of completion, have a post-test assessment, or other proof of registration. No time stamp will be required as the Committee is assuming you are adhering to professional conduct and ethics of doing work outside of regular working hours.

#### Volunteer Opportunities

- Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. Ongoing volunteer work should be submitted monthly. Please email if you have a volunteer position you would like considered for Professional Growth.

#### Elective Offices; Presentations as a Primary Presenter or Co-Presenter

- Elected offices such as those within CSEA, or any other professional organization that is directly related to your position such as a local, regional, state, or national organization. Presentations such as in-service trainings, guest lectures, etc. at various institutions
-



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## Professional Growth Opportunities

### Conferences, Workshops, Training Opportunities (live, online/virtual)

Activity Example	Verification Documentation
Attend (live or online/virtual) conferences, workshops, lectures, seminars, etc.	A certificate of completion, certificate of attendance from the sponsor verifying contact hours. If applicable, submit a post-test assessment if the course included an assessment component. If available, provide registration information with event title/date/location and agenda. <i>Sign-in sheets will not be accepted as sole proof of attendance.</i>
Trainings* sponsored by the Santa Cruz County Office of Education such as those by Keenan, SELPA, CAC, or other training suggested or sponsored by individual departments. May be training sponsored internally or may be external sources of learning.	A certificate of completion or certificate of attendance from the sponsor verifying contact hours. <i>Sign-in sheets will not be accepted as sole proof of attendance.</i> <b>*Trainings that are a condition of employment (mandatory by the SCCOE) are not eligible for PG increment units.</b>

### College, Continuing Education Coursework (live, online/virtual)

Activity Example	Verification Documentation
Successful completion of adult education courses sponsored by the city or county, a community college, or university-level coursework; certification programs and coursework sponsored by affiliated agencies or universities. Should be related to current job classification; may be coursework to pursue careers in professions within purview of the SCCOE.	Transcripts, letter grade, credit in credit/no credit or pass/fail courses or certificates of completion by sponsoring institutions.

### Webinars or Other Online Training Modules\*

Activity Example	Verification Documentation
Webinars or training modules sponsored by SCCOE or external entities.	A certificate of completion, certificate of attendance from the sponsor verifying contact hours. If applicable, submit a post-test assessment if the course included an assessment component.

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### Volunteer Opportunities

Activity Example	Verification Documentation
Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the SCCOE. Please email if you have a volunteer position you would like considered for Professional Growth.	Most volunteer positions have timesheets; if the volunteer opportunity is a single session (ie. wrapping Christmas toys, Thanksgiving soup kitchen, etc.), submit within thirty (30) days of the last volunteer date. Ongoing volunteer work should be submitted monthly or within thirty (30) days of the last volunteer date.

### Elective Offices

Activity Example	Verification Documentation
Elected offices such as those within CSEA, or any other professional organization that is directly related to your position such as a local, regional, state, or national organization.	Agenda minutes noting elected office or other document by participating agency/institution that notes office held by the individual.

### Presentation Opportunities

Activity Example	Verification Documentation
Presentations, guest lectures, in-service training within the department, organization, or other local, regional, state, or national opportunities. May include conferences, workshops, webinar presentations, etc. on topics related to current job position or that serve to inform related professionals.	Include agenda if appropriate as well as presentation materials (ie. Google Slides, Power Point, etc.). If the presentation was a poster presentation, submit an electronic copy of the poster. Submit documentation that denotes presentation day, time, and title of course. Time spent on preparation will not be included as credited hours. One-time presentation per course title or topic.

**Webinars or Other Online Training Modules\*:** Some webinars and online training modules do not provide time certificates or have post-test assessments to document your participation. Please try to submit proof of registration as well as any other documentation that supports your participation (ie. screenshot). Time stamps denoting proof of participation outside of work hours will not be required as it is assumed that each applicant is adhering to professional conduct and ethical behavior in regards to their learning and professional growth.



# CSEA PROFESSIONAL GROWTH Volunteer Form

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Dept:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Name of organization:** \_\_\_\_\_

**Describe your role/duties with this organization and how they promote the vision of the SCCOE and/or the various populations the SCCOE serves.**

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Date	Hours	Date	Hours	Date	Hours	Date	Hours
1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

**Signature and Date:** \_\_\_\_\_

**Supervisor Signature and Date:** \_\_\_\_\_

\*Please complete this form and get a supervisor's signature from your volunteer organization. Return to [professionalgrowth@santacruzcoe.org](mailto:professionalgrowth@santacruzcoe.org) by the end of the month.



## CSEA Professional Growth

### Volunteer Form: Checklist for Submission

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Please upload documents to: [professionalgrowth@santacruzcoe.org](mailto:professionalgrowth@santacruzcoe.org)

<input type="checkbox"/>	Ensure that volunteer time is not during contract hours and the organization is relevant to the overall vision of the SCCOE and the populations served. The volunteer position may or may not be directly relevant to your hired position with the SCCOE.
<input type="checkbox"/>	Complete the CSEA Volunteer Form and obtain your volunteer organization's supervisor signature by the end of the month or within thirty (30) days of the last volunteer date.
<input type="checkbox"/>	Submit volunteer form at the end of the month or within thirty (30) days of the last volunteer date whether volunteer opportunity was one-time or ongoing.

### Examples of Professional Growth Volunteer Opportunities

#### Volunteer Opportunities

Volunteer opportunities may be with local non-profit organizations, or it may be remote work for a larger local, state, or national organization. Volunteer opportunities may also include observation and participation hours required for a university degree program or certification program provided they occur outside of the employee's contract hours.

Activity Example	Verification Documentation
Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the SCCOE. Please email if you have a volunteer position you would like considered for Professional Growth.	Most volunteer positions have timesheets; if the volunteer opportunity is a single session (ie. wrapping Christmas toys, Thanksgiving soup kitchen, etc.), submit within thirty (30) days of the last volunteer date. Ongoing volunteer work should be submitted monthly or within thirty (30) days of the last volunteer date.

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## **SIDE LETTER CSEA TO THE COE**

This is an agreement between CSEA and the Santa Cruz County Office of Education (Santa Cruz COE) that both parties agree to discuss Extended Sick Leave language under Article 14 in committee no later than March 15, 2019 to be implemented for the 2019-20 school year. The committee will consist of two (2) representatives from CSEA and two (2) representatives from the Santa Cruz COE. Recommendations made through this committee will be presented during the 2018-19 CSEA Negotiations.

Appendix C Long-Term Disability: Review long-term disability plans and options.

## **SIDE LETTER ON AB119 NEW EMPLOYEE ORIENTATION**

November 1, 2017

### **I. NOTICE TO CSEA OF NEW HIRES**

- A. The Santa Cruz County Office of Education (Santa Cruz COE) shall provide California Schools Employees Association (CSEA) notice of any newly hired employee, within ten (10) days of date of hire, via an electronic mail. The following information shall be provided : full legal name, date of hire, classification, and site.

### **II. EMPLOYEE INFORMATION**

- A. "Newly hired employee" or "new hire" means any employee, whether permanent , full time, part time, hired by the COE, and who is still employed as of the date of the new employee orientation. It also includes all employees who are or have been previously employed by the COE and whose current position has placed them in the bargaining unit represented by CSEA. For those latter employees, for purposes of this article only, the "date of hire" is the date upon which the employee's employee status changed such that the employee was placed in the CSEA unit.

- B. The COE shall provide CSEA with contact information on the new hires. The information will be provided to CSEA electronically via a mutually agreeable secure FTP site or service, within 30 days of been hired.

1. This contact information shall include the following items:

- a. First Name;
- b. Middle initial;
- c. Last name;
- d. Suffix (e.g. Jr., III)
- e. Job Title;
- f. Department;
- g. Primary worksite name;
- h. Work telephone number;
- i. Work Extension;
- j. Home Street address (incl. apartment #)
- k. City
- l. State
- m. ZIP Code (5 or 9 digits)
- n. Home telephone number (10 digits)
- o. Personal cellular telephone number (10 digits);
- p. Personal email address of the employee;
- q. Last four numbers of the social security number;
- r. Birth date;
- s. Employee ID;
- t. CalPERS status ("Y" if in CalPERS; "N" if not in CalPERS);
- u. Hire date.

2. This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the COE.

- C. Periodic Update of Contact Information: The COE shall provide CSEA with a list of all bargaining unit members' names and contact information on the last working day of September,

January, and May. The information will be provided to CSEA electronically via a mutually agreeable secure FTP site or service. This contact information shall be provided as outlined in section b 1.

Newly hired employees may, in accordance with the Public Records Act (PRA), request not to have their home address, home telephone number, personal cellular telephone number, and birth date provided to their exclusive representative. Under the PRA, this personal information is *not* open to *public* disclosure, but *is* open to the exclusive representative, unless the employee affirmatively requests otherwise. (*County of Los Angeles v. Los Angeles County Employee Relations Commission* (2013) 56 Cal.4th 905.) The employer may not encourage employees to make such a request.

### **III. NEW EMPLOYEE ORIENTATION**

- A. "New employee orientation" means the onboarding process of a newly hired public employee, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.
- B. The COE shall provide CSEA mandatory access to its new employee orientations. CSEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the COE's operations that was not reasonably foreseeable.
  - 1. In the event the Santa Cruz COE conducts a group orientation, CSEA shall have thirty (30) minutes of paid release time not including travel time, for one (1) CSEA representatives, including the Chapter President or designee, to conduct the orientation session. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative (LRR) may also attend the orientation session. Except that the orientation will not be rescheduled due to the availability of the CSEA LRR.
  - 2. In the event the Santa Cruz COE conducts one-on-one orientations with new employees, CSEA shall have fifteen (15) minutes of paid release time not including travel time, for one (1) CSEA representative to conduct the orientation session. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative may also attend the orientation session. Except that the orientation will not be rescheduled due to the availability of the CSEA LRR.
- C. The COE shall include the CSEA membership application and a CSEA provided link for an electronic application, in any employee orientation packet of COE materials provided to any newly hired employee. CSEA shall provide the copies of the CSEA membership applications to the COE for distribution.
- D. The orientation session shall be held on COE property during the workday of the employee(s), who shall be given release time to attend. For 10-month employees, who are hired during the Summer Break, the orientation session shall be held on COE property during their onboarding process.
- E. During CSEA's orientation session, no Santa Cruz COE manager or supervisor or non-unit employee shall be present, unless invited by CSEA.

### **IV. GRIEVANCE PROCEDURE**

Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be

resolved through the Public Employment Relations Board (PERB).

**V. DURATION OF AGREEMENT**

- A. Term: This Agreement shall remain in full force and effect from the date this Agreement is signed, through June 30, 2020 and shall be automatically renewed from year to year unless either party serves written notice upon the other. At the time of the contract opening July 1, 2021 the agreement may be added to the contract by mutual agreement between both parties.
  - 1. Unless mutually agreed to by the Parties, there shall be no reopening of negotiations on this during the life of the Agreement from the date this Agreement is signed, through June 30, 2020.
- B. Savings Clause: If during the life of the Agreement there exists any applicable law, rule, regulation or order issued by governmental authority, other than the Santa Cruz COE, which shall render invalid or restrain compliance with or enforcement of any provision contained within this Agreement, it shall not invalidate any unaffected remaining portion(s) . The remaining portion(s) shall continue in full force and effect. Upon written notification by one of the Parties to the other, any portion of the Agreement that is invalidated in accordance with this Article shall be opened for negotiations within thirty (30) days of the invalidation. '

NO FURTHER CHANGES TO THIS SIDE LETTER

Santa Cruz COE  
Signature(s)

CSEA  
Signature(s)

A handwritten signature in blue ink on lined paper. The signature is stylized, starting with a large 'V' or 'W' shape, followed by a loop and ending with a horizontal stroke.Three handwritten signatures in blue ink on lined paper. The first signature is 'May 12' followed by a horizontal line. The second signature is a stylized 'R' or 'B' with a horizontal line. The third signature is a stylized 'A' with a horizontal line.A single horizontal line for a signature.

## **SIDE LETTER ON REVISIONS TO POLICY 610**

### **CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**

**Board Policy and Procedures Review Committee Date:      October 14, 2020**

**To:** Board of Directors

**From:** Adam Weinberger, Chairperson Policy and Procedures Review Committee

**Subject:** Policy 610 - Revised Collective Bargaining Agreement Ratification During Coronavirus Pandemic

The CSEA Board of Directors took action in March 2020 to allow chapters to ratify agreements if the scope of the proposed agreement solely concerned school closure due to the pandemic, and took action again in April 2020 to allow chapters to ratify negotiated agreements beyond the scope of the pandemic to avoid a delay in the receipt of pay and the implementation of other negotiated working conditions. Since such time, a replacement modification of these temporary ratification methods is necessary to reflect the use of electronic meetings and electronic polling now commonplace among CSEA chapters. Chapters should not ask members to gather together in person to do union business so long as health officials are discouraging such gatherings due to the coronavirus pandemic.

Therefore, Policy 610 and the provisions of a Chapter's Constitution and Bylaws on formal ratification should be temporarily waived as follows:

1. Distribution of agreement: The tentative agreement shall be distributed by email or text to all bargaining unit members who have provided this contact information at least one day prior to distribution of a ratification notice. A statement shall be included that bargaining unit members are permitted to ask questions or offer debate in favor of approving or denying the tentative agreement at any time until the ratification vote is complete.
2. Ratification: Notice of ratification shall be distributed by email or text to all CSEA members of the bargaining unit. Active CSEA members of the bargaining unit who are in good standing shall be entitled to vote by secret ballot on the ratification or rejection of the agreement. The meeting notice shall include: (1) a statement indicating that the Negotiating Committee recommends ratification of the negotiated agreement; (2) whether the ratification will be conducted via electronic meeting in accordance with paragraph (a) below, or via online poll in accordance with paragraph (b) below; and (3) the information necessary to access the ratification.
  - (a) Ratification by electronic meeting: The meeting notice shall be sent to all bargaining unit members no later than five (5) working days before the scheduled meeting.\* Voting shall occur during the meeting and results announced prior to close of the meeting.
  - (b) Ratification by online poll: Notice shall be sent at least five (5) working days in advance of the date set for online balloting to close.\* Voting will occur via online poll or balloting service during such period. Members may also be given the opportunity to vote via email, text, conference call, however, should a member request an anonymous method of voting, the Chapter Executive Board shall accommodate that request pursuant to this requirement of the Association Bylaws.

\*The Executive Director, or designee, may approve a notice period of less than five (5) working days, upon request of the chapter executive board and the concurrence of the Field Director.

3. No chapter shall enter into a negotiated agreement or take a formal ratification vote, until it has been reviewed by the Labor Relations Representative and the Field Director.
4. Unless specifically set aside by this waiver, the provisions of Policy 610 remain in full force and effect.
5. This temporary waiver of Policy 610 henceforth shall be the only waiver utilized to conduct ratification votes until limitations on gatherings are lifted or unless modified by action of the CSEA Board of Directors, and shall supersede all prior Policy 610 waivers.

**RECOMMENDATION:**

That the Board of Directors approve the Policy 610 - Revised Collective Bargaining Agreement Ratification During Coronavirus Pandemic as presented.



# SIDE LETTER ON COVID-19 STAFFING FOR SUMMER SESSION

Santa Cruz County Office of Education  
And the  
California School Employees Association and its Chapter #484

## Side Letter on Incentivising CSEA Ten Month Employees to Work During the 2021 Summer Session

May 25, 2021

### **Implementation of AB 86, COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements.**

A local educational agency (LEA) receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

Of the funds apportioned to an LEA, it shall use at least 10 percent of its apportionment to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. Supplemental instruction and support shall be prioritized for English learners and pupils who are individuals with exceptional needs.

#### **1. Stipend:**

The Santa Cruz County Office of Education (SCCOE), agrees that it will pay 10-month permanent employees from the "Instructional Support" Family and the "Professional Services" Family, a one-time stipend of one thousand dollars (\$1,000) upon the successful completion of their 2021 Extended School Year (ESY) or Summer School assignment. One-time stipends will be paid out to eligible employees on the first available supplemental pay date following the completion of their ESY/Summer School Assignment. To be eligible to receive the full one-time stipend, employees must meet the following criteria:

- a. Must be a 10-month employee from either the "Instructional Support" or the "Professional Services" Families.
- b. Be an active employee throughout the entirety of their ESY/Summer school assignment.
- c. Complete at least ninety percent (90%) of the total hours of their ESY/Summer School assignment as verified by employee timesheets. Eligible Employees shall not be eligible to use any types of leaves available to them to help meet the ninety percent (90%) requirement.

Initials SCCOE

Initials CSEA

FS

MGP

**2. Job Share:**

In the event that, otherwise eligible, employees decide to "job share" an ESY/Summer School assignment, the amount owed to each employee shall be prorated based on total hours worked for each employee.

a. In no event, shall the combined amount received for "job share" assignments exceed one thousand dollars (\$1000).

b. A written statement of hours and days worked by each employee, involved with an ESY/Summer School "job share", shall be on file with the employee's department and with the payroll department.

c. All other criteria as outlined above (1 a-c) must be met to be eligible to receive the stipend.

**3. Leaves:**

Sick leave, comp time, floating holidays, or any other type of leave may not be counted towards the 90% threshold needed to receive the stipend.

**4. In Person:**


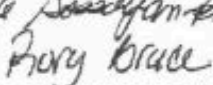
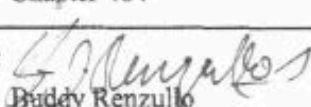
The intent of this MOU is to enable the provision of in person services to students. If a unit member provides remote services, such service shall not count toward the 90% threshold needed to receive the stipend.

**5. Further Negotiations:**

This MOU does not preclude the parties to enter into future agreements regarding the provision of in person services.

**6. Duration of Agreement:**

This MOU is a temporary agreement to address the extraordinary circumstances created by the novel coronavirus (COVID-19) pandemic. It does not create any precedents nor establish the status quo for future bargaining purposes. This MOU shall remain in effect until July 30, 2021

Dated: 6/6/2021	By: Faris Sabbah SCCOE Superintendent 
Dated: 6/11/2021	By: <del>Michelle Sanchez</del> for Rory Bruce  California School Employees Association Chapter 484
Dated: 6/11/2021	By:  Buddy Renzullo California School Employees Association Labor Relations Representative

Initials SCCOE FS  
Initials CSEA MGL



California  
School  
Employees  
Association

3350 Scott Blvd.  
Building 18  
Santa Clara, CA 95054  
(408) 261-7990  
(800) 487-2440  
FAX: (408) 235-8678  
[www.csea.com](http://www.csea.com)

Ben Valdepeña  
Association President

Keith Pace  
Executive Director

Member of the AFL-CIO

The nation's largest  
independent classified  
employee association



June 11, 2021

Via Electronic  
[rqb Bruce@yahoo.com](mailto:rqb Bruce@yahoo.com)

Roderick Bruce, Chapter President  
Santa Cruz COE Chapter 484  
514 Soquel Ave  
Santa Cruz, CA 95062-2301

RE: Side Letter Agreement – Summer Session

Dear President Bruce:

We have received the Side Letter Agreement (SLA) regarding Summer Session tentatively agreed to between the Santa Cruz County Office Of Educ and California School Employees Association and its Santa Cruz COE Chapter 484.

It has been reviewed in accordance with Policy 610. I have found no apparent violation of law, CSEA's Constitution and Bylaws, or Policy.

Ratification for this SLA is required. Please provide your Labor Relations Representative Raymond Renzullo with the ratification date so that we may update our records.

*Please ensure your chapter complies with the Ratification Meeting requirements as identified in your chapter constitution and Policy 610 Ratification Notice. Should your chapter choose to ratify prior to the "Shelter-in-Place" order and/or limitations on gatherings being lifted, please be sure to follow the October 14, 2020 temporary emergency waiver of Policy 610 (attached).*

I would like to take this opportunity to acknowledge the time and effort spent by you and the Negotiating Committee in negotiations. Your involvement and dedications are truly appreciated.

Please feel free to contact my office if you have any questions or concerns.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Debra Cole  
Field Director

DC/rg

Attachment: SLA – Summer Session

c: Marisa Hernandez-Ancira, Regional Representative 48; Machel Kessinger, Area C Director; Raymond Renzullo, Labor Relations Representative; Chapter 484 Contract File

*Our mission: To improve the lives of our members, students and community.*

# SIDE LETTER ON JUNETEENTH SETTLEMENT

Santa Cruz County Office of Education  
and the  
California School Employees Association, Chapter 484



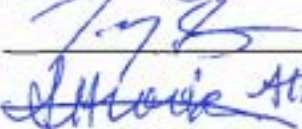
## SETTLEMENT AGREEMENT Juneteenth Holiday

The Santa Cruz County Office of Education and the California School Employees Association, Chapter 484 ("CSEA"), together known as the "Parties", hereby agree to the following in order to establish Juneteenth as a holiday.

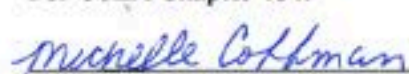
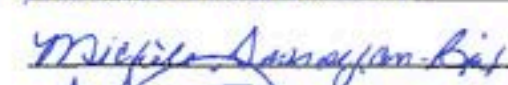



1. June 19, otherwise known as "Juneteenth", shall be established as a holiday and it shall be added to Article 10: Holidays of the CSEA/SCCOE collective bargaining agreement.
2. June 19, 2022 shall be observed as a holiday.
3. Every classified employee who was in paid status on June 18, June 19, and/or June 21, 2021 shall be provided with one floating holiday. This floating holiday must be used prior to February 1, 2023 and if it is not used, the employee will not be compensated for not taking the day off. The floating holiday may not be taken off by instructional support staff during the Extended School Year (ESY) or Summer School 2022 program.
4. To schedule this floating holiday, employees shall follow notice requirements in Article 10.1.2.
5. SCCOE shall generate a list of employees eligible for the floating holiday that will be verified by CSEA. This list shall be made available to CSEA no later than May 13, 2022. Following agreement between the Parties, no further changes shall be made to the list.
6. Upon signing of this Agreement by the Parties, CSEA acknowledges that the Santa Cruz County Office of Education will not be subject to any class action lawsuits regarding the establishment of Juneteenth as a holiday.

Date: 4/28/2022

For the Santa Cruz County Office of Education:

For CSEA Chapter 484:



# SIDE LETTER ON RETENTION INCENTIVE

Side Letter Agreement 9/11/2024

Side Letter  
Between  
The Santa Cruz County Superintendent of Schools  
And  
The California School Employees Association (CSEA), Chapter #484

## RETENTION INCENTIVE

The Santa Cruz County Office of Education (COE) has maintained a conservative approach to budgeting for many years. For the fiscal year 2023-2024, departments have significantly reduced their spending on purchase orders, enabling the COE to close those purchase orders with excess funds. Additionally, higher-than-expected Average Daily Attendance (ADA) from Alternative Education and the Career Advancement Charter School in the latter half of the year has positioned the Santa Cruz COE to provide a Retention Incentive for employees in the 2024-2025 school year.

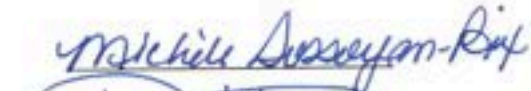





Effective July 1, 2024, all active employees as of September 15, 2024, are eligible for a Retention Incentive of Three Thousand dollars (\$3,000). This incentive will be prorated based on full-time equivalency (FTE) and will be subject to applicable federal and state taxes, as well as other required withholdings. The Retention Incentive will be disbursed in the next available supplemental payroll.

This incentive should not be considered as precedent-setting.

For SCCOE:

  
\_\_\_\_\_  
\_\_\_\_\_

For CSEA:

# SANTA CRUZ COUNTY



## ***Career Advancement Charter Student Handbook 2024-2025*** ***Santa Cruz County Office of Education***

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### **Mission:**

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. The CAC is part of the Santa Cruz County Office of Education and collaborates with community partners to achieve this mission. The students are engaged through work-based, relationship-focused, innovative learning experiences.

### **Philosophy:**

We believe that...

- All students can learn.
- All students deserve to learn around their unique needs.
- All students can grow socially and emotionally to reach their full potential and become resilient in themselves, and empowered in their community.
- There is a need to facilitate connections to basic resources for common student barriers such as food insecurity, houselessness, and physical and mental health to support the removal of barriers to student learning.
- Every student has the right to a physically and emotionally safe environment in which to learn.
- Equity for the student is at the heart of every assignment. That is, learning can take place when activities are meaningful, tailored to the individual student, accessible, engaging, and culturally responsive.
- Collaborative relationships with community partners are essential in delivering quality services and effective programs to our students.
- We are accountable through the evaluation of students and programs and will use data to uplift our students and support equitable decision-making.
- Increasing access to equity is our greatest strength.

### **Culture:**

- Culture is based on kindness, acceptance, equity, and empowerment.
- Students are literate, ethical, and empowered.
- Pro-social opportunities include orientation, student leadership, connections with local community resources, work-based learning, and family events.

## **Mission Statement**

The Santa Cruz County Office of Education Career Advancement Charter is committed to ensuring all students have the educational opportunities they need to thrive. We provide students with the opportunity to acquire academic, career, and technical skills and to prepare for life-long learning and success in the changing workplace.

## **Student Learning Outcomes**

The Career Advancement Charter School's learner outcomes are driven by accessibility and equity and are dependent on our accountability goals and values of;

1. Engagement: Students will have equitable access to an engaging and fulfilling educational experience including respect, educational interventions and resources, responsive program adaptability, and expanding opportunities for students to explore college and career.
2. Empowerment: Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills and literacy, and greater post-secondary opportunities, including entry or advancement in the workforce.
3. Extend: The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on local partnerships, sustainability, and centering student voices in order to provide meaningful learning experiences.

CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be:

- Effective problem solvers who examine information in a variety of ways.
- Critical and creative thinkers who analyze information and apply knowledge to solve problems.
- Effective communicators who demonstrate skills through reading, writing, speaking, listening, and presenting.
- Resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the school community and developing an awareness of their own social/emotional needs.
- Leaders in their communities who have the agency to advocate for themselves and their families.

Welcome to the Career Advancement Charter! While new to this department, I am a longtime educator in Santa Cruz County. I am grateful to be part of an organization that believes in student-centered learning built around a commitment to equity for all learners.

Our CAC team is dedicated to working directly with our students, wherever they are on their educational journey. As part of the Santa Cruz County Office of Education, we collaborate with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative, and welcoming learning experiences. Instructional services and programs are provided in multiple locations within Santa Cruz County.

Our students are determined and resilient adults. We acknowledge that many of our students need flexibility built into an instructional format that works for an adult with many responsibilities. We are committed to creating a schedule that will blend with those layered responsibilities of family and work.

This handbook includes information about the different parts of our department as well as community resources available to our CAC students.

Congratulations on making the decision to join our community. We are grateful you are here and look forward to learning and growing together.

In partnership,



Denise Sony Sanson  
CAC Executive Director

### **¡Bienvenido a los Servicios de Aprendizaje y Carreras para Adultos (CALS)!**

Yo soy nueva en este departamento, pero soy una educadora desde hace mucho tiempo en el condado de Santa Cruz. Estoy agradecida por ser parte de una organización que cree en el aprendizaje centrado en el estudiante y construido alrededor de un compromiso con equidad para todos los estudiantes.

Nuestro equipo de CAC está dedicado a trabajar directamente con nuestros estudiantes, donde sea que se encuentren en su viaje educativo. Como parte de la Oficina de Educación del Condado de Santa Cruz, colaboramos con socios de la comunidad para lograr esta misión al involucrar a los estudiantes a través de experiencias de aprendizaje basadas en el trabajo, centradas en las relaciones, innovadoras y acogedoras. Los servicios y programas de instrucción se brindan en múltiples ubicaciones dentro del condado de Santa Cruz.

Nuestros estudiantes son adultos decididos y resistentes. Reconocemos que muchos de nuestros estudiantes necesitan flexibilidad integrada en un formato de instrucción que funcione para un adulto con muchas responsabilidades. Estamos comprometidos a crear un horario que combine con esas responsabilidades familiares y laborales de nuestros estudiantes.

Este manual incluye información sobre las diferentes partes de nuestro departamento, así como los recursos comunitarios disponibles para nuestros estudiantes de CAC.

Te felicitamos por tomar la decisión de unirte a nuestra comunidad. Estamos agradecidos de que estés aquí y esperamos aprender y crecer juntos.

En colaboración,



Denise Sony Sanson  
Directora Ejecutiva de CAC



## Who We Are

The Santa Cruz County Office of Education Career Advancement Charter offers high school diploma and equivalency services for adult learners. We work closely with district and industry business partners to stay up to date with industry and workforce trends.

## What We Do

CAC offers a unique Independent Study program for adult learners across the county. Our dedicated staff works directly with students to support them in the attainment of a high school diploma.

## Career Advancement Charter (CAC)

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness.

As part of the Santa Cruz County Office of Education Career and Adult Learning Services, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences. The CAC serves students ages 18 and older who have not yet obtained a high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County.

## Outcomes

The Career Advancement Charter will seek to support students in achieving the following outcomes:

- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family-sustaining employment

## How it Works

The Career Advancement Charter (CAC) is an Independent Study high school diploma program for adults who are looking to further their education, career and life opportunities. Our team works with you, in a supportive and engaging environment to give you a quality educational experience. We offer daytime and evening hours for the working adult student, understanding that every student is unique and reaches success differently. We are able to work directly with you to match high school credits with your career experiences and explorations. The CAC provides an individualized, flexible approach to your education and in obtaining your high school diploma.

To be successful in the CAC, students attend a **weekly progress check-in meeting** and complete a minimum of 20 hours of schoolwork every week.

Teachers and support staff will also provide **additional educational opportunities** by collaborating with programs such as Pathways in Career Technical Education, Cabrillo College dual enrollment, and many more community connections.

To graduate from the CAC 180 high school credits are required. A student can earn a maximum of 45 credits in one semester. In any one subject, students can earn a maximum of 10 credits per subject per quarter. If you are interested in our program please bring in a copy of your most recent high school transcript to get started on your path to graduation.

<b>Credits</b>	<b>Subject</b>
<b>30</b>	<b>English</b>
<b>10/10</b>	<b>Math/Algebra</b>
<b>10</b>	<b>US History</b>
<b>10</b>	<b>World History</b>
<b>5/5</b>	<b>Government/Economics</b>
<b>10</b>	<b>Life Science</b>
<b>10</b>	<b>Physical Science</b>
<b>10</b>	<b>Fine Arts</b>
<b>20</b>	<b>Physical Education</b>
<b>50</b>	<b>Career Exploration/Electives</b>
<b>180</b>	<b>TOTAL</b>

### **Locations**

The CAC is currently based at five locations throughout Santa Cruz County. Two locations are at the school sites of Sequoia Schools in Watsonville and the Santa Cruz County Office of Education, which both house academic and Career Technical Education programs. Two locations are in the locked facilities of Rountree in Watsonville and the Main Jail in Santa Cruz. Lastly, we serve students at the Santa Cruz County Probation Success Center where students also have access to a computer lab.

### **CAC currently provides services at the following locations:**

Sequoia Schools, 229 Green Valley Rd., Freedom, CA 95019
Santa Cruz County Office of Education, 399 & 400 Encinal St., Santa Cruz CA 95060
Rountree Facility, 90 Rountree Ln., Watsonville, CA 95076
Main Jail Facility, 259 Water St., Santa Cruz, CA 95060
Blaine St. Facility, 141 Blaine St., Santa Cruz, CA 95060
Probation Success Center, 303 Water St. #100, Santa Cruz, CA 95060
Watsonville Probation Success Center, 2007 Freedom Blvd, Freedom, CA 95019

### **California Adult Education Program (CAEP)/GOAL Partnership**

The CAC is part of the GOAL (Greater Opportunity through Adult Learning) Consortium, which partners with local school districts, Cabrillo Community College, and the Santa Cruz Workforce Development Board. As a GOAL partner, we are committed to improving adult learning in Santa Cruz County. We serve individuals who want a better job, want to finish their high school diploma, improve their English, or start a job training program.

We gather the best resources for adult learning to make it easier for adult learners to find the classes and support they need to grow professionally and personally. Our county-wide partnership improves the quality of adult learning. We help adults become more competitive in the local job market, resulting in greater financial stability for them, their families, and the community they live in.

We understand navigating all of the adult education resources takes time and we are here to assist. GOAL works towards county-wide coordination of adult education programs and resources in Santa Cruz County.

The California legislature has funded the K12 school districts and community college districts to work together regionally to develop plans for expanding and improving adult education services. These partnerships create connections between the two systems and address the existing gaps in programs and services in the following seven areas:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
2. Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills
3. Education programs for adults with disabilities
4. Short-term career technical education programs with high employment potential
5. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce
6. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

### Staff Directory

<b>Denise Sony Sanson</b> Executive Director	<a href="mailto:dsanson@santacruzcoe.org">dsanson@santacruzcoe.org</a>
<b>Jesus Reyes</b> Community Organizer	<a href="mailto:jreyes@santacruzcoe.org">jreyes@santacruzcoe.org</a>
<b>Stephanie Villa-Lopez</b> CAC Transition Specialist	<a href="mailto:svillalopez@santacruzcoe.org">svillalopez@santacruzcoe.org</a>
<b>Rita Medina</b> CALs Transition Specialist	<a href="mailto:rmedina@santacruzcoe.org">rmedina@santacruzcoe.org</a>
<b>Yvonne Pizano</b> Department Coordinator	<a href="mailto:ypizano@santacruzcoe.org">ypizano@santacruzcoe.org</a>
<b>Blanca Corrales</b> Mental Health Counselor	<a href="mailto:bcorrales@santacruzcoe.org">bcorrales@santacruzcoe.org</a>
<b>Ismael Cruz</b> Teacher	<a href="mailto:icruz@santacruzcoe.org">icruz@santacruzcoe.org</a>
<b>Jenny Russell</b> Teacher	<a href="mailto:jrussell@santacruzcoe.org">jrussell@santacruzcoe.org</a>
<b>Benjamin Ketcham</b> Teacher	<a href="mailto:bketcham@santacruzcoe.org">bketcham@santacruzcoe.org</a>

<b>Henry Michel</b> Teacher	hmichel@santacruzcoe.org
<b>Laura Terrazas</b> Resource Specialist Teacher	lterrazas@santacruzcoe.org
<b>Vito Chiaramonte</b> Teacher	vchiramonte@santacruzcoe.org
<b>David Spencer</b> Teacher	dspencer@santacruzcoe.org
<b>Lorraine Trombino</b> Teacher	ltrombino@santacruzcoe.org
<b>Vrinda Quintero</b> Culinary Arts Teacher	vquintero@santacruzcoe.org

### **What Students Can Expect from the Santa Cruz County Office of Education Career Advancement Charter Program**

Students who successfully complete one of our programs or courses can expect to gain:

- High School Diploma
- High School Equivalency through the HiSet
- Industry Certification (MA, DA, BTPA)
- Technical skills and academic knowledge
- Career exploration and planning
- Industry-related technology experience
- Critical thinking, creativity, innovation, and problem-solving
- Teamwork and team productivity
- Citizenship and leadership

#### **High School Diploma**

The High School Diploma Program is self-paced and individualized. Students will need to complete 180 credits to earn a high school diploma. Students earn a high school diploma by completing specific courses in academic subjects. Students must be 18 years old or older in order to enroll.

#### **High School Equivalency (HiSET) Exam Preparation**

The High School Equivalency (HiSET) Exam Preparation Program is designed to prepare students to pass all sections of the HiSET exam. Students who are enrolled in the program will begin by taking a diagnostic assessment that identifies their academic strengths and areas of growth. Coursework is assigned based on those results.

#### **Career Technical Education**

CAC offers CTE programs in a variety of pathways, providing students with technical, workplace, computer, and professional skills necessary to enter the workforce in today's world.

#### **Standards for Career Ready Practice\***

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to post-secondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum,

with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

\*Prepared by the California Department of Education. Adapted for California and based on the “Career Ready Practices” adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at <http://www.careertech.org/>.

### **Sueños Youth Employment Program**

Founded by the Workforce Development Board of Santa Cruz County under the Workforce Innovation and Opportunity Act (WIOA), Sueños supports teenagers and young adults (ages 16 to 24) develop workplace skills that will prepare them to enter and thrive in an increasingly competitive labor market. Sueños is a Santa Cruz County Office of Education (SCCOE) program in partnership with the Workforce Development Board of Santa Cruz County and America's Job Center of California.

### **The Sueños Program mission is to invest in our future workforce by providing youth with support services and opportunities to**

- Assists with the development of skills to succeed in a competitive workforce and become leaders in their communities
- Reach academic and career goals
- Prepare for and succeed in employment

### **Goals**

Sueños provides our youth with a supportive learning environment, encourages them to set attainable career goals, connects them to community resources, and helps them establish valuable and lasting relationships. To accomplish this, Sueños has developed a range of program components that:

- Develop students' communication skills
- Provide youth with opportunities beyond the classroom to further explore career options
- Encourage students to share their experiences with their families and friends
- Innovate and individualize the learning experience
- Give students a competitive edge in the job market
- Collaborate with community partners to establish mentoring and guidance for youth
- Achieving Competency in the Following:
  - Interpersonal Communication
  - Occupational Safety
  - Basic Math and Reading Ability
  - Customer Service Skills
  - Work Ethics
  - Personal Skills and Work Habits

## Services Offered

- Academic assistance and tutoring
- Career awareness and exploration
- Comprehensive guidance and counseling services
- Entrepreneurial skills training
- Financial literacy education
- Leadership development
- Mentoring
- Paid and unpaid work experience opportunities
- Post-secondary education and training preparation activities
- Supportive services

In short, Sueños is committed to delivering services to eligible youth in Santa Cruz County and help bring their dreams (sueños) to fruition.

## Location and Contact Information

229 Green Valley Road, Freedom CA 95019

(831) 466-5672

[wioasuenos@santacruzcoe.org](mailto:wioasuenos@santacruzcoe.org)

[Apply here](#)

## CTE Programs - A Proven Pathway to Success

Career Technical Education (CTE) programs provide a sequence of courses that integrate career technical knowledge and skills with applied academic learning to prepare students to fulfill their career and college aspirations.

***Did you know:*** CTE programs in California have a proven track record of helping students thrive and succeed in careers and post-secondary education.

The CAC dedicates itself to providing diverse learning environments for our students to become college and career-ready. We are student-centered with programs designed intentionally to be responsive to all students' goals and needs. Additionally, we are committed to removing barriers our students may face when transitioning out of our program after graduation. We do this by integrating post-secondary guidance into the learning experiences of our students via direct support and career counseling from our transition specialist. Whether that's enrolling into a CTE program, community college registration, or support with job searching, resume writing, interview preparation, scholarship searching, etc. We are here to help you through the process as you prepare to pursue a new career and/or post-secondary education!

## Programs Offered

- Dental Assisting
- Medical Assisting
- Building Trades Pre-Apprenticeship Program

## Understanding the California Community College and University Systems

Your degree from a college or university reflects a general education and knowledge about many subjects. The college degree and university degree require you to earn credits in different areas identified as schools within the college or university. Here are how some schools are identified.

<b><u>School of Humanities</u></b>	<b><u>School of Sciences</u></b>	<b><u>School of Fine Arts</u></b>
English (Grammar and Writing)	Mathematics *	Music
Modern & Classical Literature	Chemistry & Physics	Dance
American History I & II	Physical Science	Theater
World History I & II	Engineering	Film & T.V.
Multicultural Studies	Computers	Visual Media
Foreign Languages	Forensic Criminology	
Linguistics		
Philosophy		

To earn the A.A.degree (Associate of Arts) you will need to complete a minimum of 60 units from the above schools within the college. If you choose not to complete the A.A. degree, then you can transfer 60 units from the college to a California State University or University of California school. To earn the B.A.degree (Bachelor of Arts) or B.S. degree (Bachelor of Science) you will need to complete a minimum of 120 units from the above schools within the university. The Cal-State system requires a minimum of 2.0 GPA (grade point average) on all transferred and academic work completed at the Cal-State school. The U.C. system requires a minimum of 3.0 GPA (grade point average) on all transferred and completed academic work at the U.C. school. Financial aid is available at all of California's public colleges and universities. Check with the college or university you wish to attend for the eligibility requirements. Student loans are also available but these loans charge interest and require repayment and there is no legal option to discharge or erase this debt, so it will always follow you as a financial liability and affect future financial opportunities.

Contact our **Transition Specialist** for more information: **Stephanie Villa-Lopez**

[svillalopez@santacruzcoe.org](mailto:svillalopez@santacruzcoe.org)

### **Mental Health Services**

We offer mental health support directly through an assigned counselor as well as through community referrals. Students are provided direct support as well as connected to community services provided throughout the school year. We work intentionally to ensure access program-wide and continue to increase the availability of our mental health support team.

**Blanca Corrales**

**Mental Health Counselor**

**(831) 466-5695**

**[bcorrales@santacruzcoe.org](mailto:bcorrales@santacruzcoe.org)**

### **Plazas Comunitarias**

CAC is proud to partner with the Watsonville Public Library, INEA (Instituto Nacional para la Educación de los Adultos) and the Mexican Consulate to offer free basic skills education classes in Spanish, known as Plaza Comunitaria. The Plaza Comunitaria classes aim to help adult learners who have immigrated from a Spanish-speaking country finish or begin their elementary or secondary education in Spanish. In addition, interested students develop the skills necessary to pass high school equivalency exams (GED) in Spanish.

CAC and the Watsonville Public Library are proud to be in partnership with Plaza Comunitaria and INEA to support the ongoing adult education and literacy of Spanish-speaking immigrants. The program includes the following services:

- Basic education (primary and secondary level literacy) for youth and adults in educational remediation, both in classrooms and online with the goal of facilitating participants in the beginning and finishing of their studies and receiving a diploma from the Mexican Education System.
- Access to new information and communication technologies for the development of reading, writing, communication, logical reasoning, and the information needed for participants to find employment.
- Support in activities related to computer use, Internet, interactive CDs, and e-mail.
- Support for communities by providing meeting space for educational, recreational, and cultural events, according to local interests and needs.
- Provision of permanent venues where applicants can take printed and/or online exams and obtain certification of primary and secondary studies.



# 2024-2025 Academic Calendar



## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

### 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July					
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
Aug.					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Sept.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
Oct.					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Nov.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

#### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

#### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.					
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Feb.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
Apr.					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
May					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

## **Computer & Internet Use**

All students are required to sign the **Computer and Internet User Agreement** prior to any use of computers or the Internet on campus. This agreement states the rules and procedures that a student must follow in order to use a computer on campus and to access the internet. The form can be found at <https://registration.powerschool.com/family>. CAC provides students with Chromebooks and hotspots to use while enrolled.

## **Sexual Harassment**

Sexual harassment of or by any employee or student will not be allowed nor tolerated. Sexual harassment is prohibited by the Santa Cruz County Office of Education and Career and Adult Learning Services and may result in disciplinary action to the offending employee or student. Sexual harassment means unwelcomed sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone under any of the conditions delineated in California Education Code § 212.5.

## **Drug and Alcohol-Free Workplace**

The following are strictly prohibited by CAC policy:

- Being under the influence of, or impaired by, an illegal or controlled substance, alcohol or marijuana while on the job.
- Using or possessing illegal or controlled substances, alcohol or marijuana while on the job (including the illegal use of prescription drugs and possessing drug paraphernalia)
- Distributing, selling, or purchasing of an illegal or controlled substance, alcohol or marijuana while on the job.

Violation of these rules and standards of conduct will not be tolerated.

## **Dress Code**

CAC expects all students to display appropriate and professional dress. All clothes must conform to campus, classroom, and professional workplace standards. As such, any clothing that denotes gang affiliation colors or professional sports affiliation is not allowed. Graphics on clothing and accessories (hats, purses, bags, etc.) in the form of statements or pictures that are offensive in nature are not allowed. Statements or pictures referring to violence, drugs, alcohol, gang affiliation, sexual suggestions, or that are racially demeaning are not allowed.

## **Nondiscrimination in Santa Cruz County Office of Education Programs and Activities**

The County Board of Education (CBE) is committed to providing equal opportunity for all individuals in education. Santa Cruz County Office of Education (SCCOE) programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. SCCOE programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. All allegations of unlawful discrimination in SCCOE programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

## **Access for Individuals with Disabilities**

SCCOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services,

activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the SCCOE provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies, or other modifications to increase accessibility to SCCOE and school websites, note-takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or director if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

# Acknowledgment of Handbook

My signature below indicates I have received a copy of the Career Advancement Charter School Handbook.

I understand this handbook contains information regarding:

- District and School Administration
- Admission, Office Hours
- Student Rights and Responsibilities
- Policies regarding Conduct, Electronic Communication Devices and Computers
- Dress Code, Discipline, Attendance and Sexual Harassment
- Complaint Procedures
- Description of programs and classes, including any possible fees
- Student Support Services available

I acknowledge I have received the Career Advancement Charter School handbook and that it is my responsibility to be aware of the rules, guidelines, and expectations set forth. I also understand that Career Advancement Charter School may revise, supplement, or rescind policies or procedures described in the handbook as necessary.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Acknowledgement of Receipt of Handbook  
2024-2025

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2024-25 ESTIMATED ACTUALS

Resource Management	UNRESTRICTED PROGRAMS					Total Unrestricted	RESTRICTED PROGRAMS												Total Restricted	Total General Fund
	0000	0000	0700	1100	1400		3182	3310	6266	6300	6500	6546	6770	7412	7413	7435	7690	9010		
	0000	4000	4000	4000	4000		7511	4000	9002	4000	4000	4000	4000	8521	8521	8523	0000	9651		
Program Title	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY:UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	EDUCATOR EFFECTIVENESS	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	A–G ACCESS/SUCCESS GRANT	8521 A-G LEARNING LOSS MITIGATION	8523 LEARN RECOVER EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL		
Revenues																				
LCFF Revenues 8000-8099	-	2,760,707	156,560	-	45,036	2,962,303	-	-	-	-	-	-	-	-	-	-	-	-	-	2,962,303
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	8,666	-	26,550	-	35,216	-	-	-	10,800	211,710	9,078	19,804	-	-	-	89,959	-	341,351	376,567
Other Local Revenues 8600-8799	53,855	55,000	-	-	-	108,855	-	-	-	-	-	-	-	-	-	-	-	401,372	401,372	510,227
Total Revenue	53,855	2,824,373	156,560	26,550	45,036	3,106,374	163,444	3,245	-	10,800	211,710	9,078	19,804	-	-	-	89,959	401,372	909,412	4,015,785
Expenditures																				
1000 - Certificated Salaries	-	812,304	-	-	17,775	830,079	46,050	-	-	-	155,180	-	4,500	-	-	-	-	293,770	499,500	1,329,579
2000 - Classified Salaries	-	512,276	94,760	-	-	607,037	47,253	-	-	-	-	-	-	-	-	-	-	6,146	53,399	660,436
3000 - Employee Benefits	-	626,661	62,319	-	8,850	697,830	56,825	-	-	-	65,625	-	1,185	-	-	-	89,959	100,755	314,349	1,012,180
4000 - Books and Supplies	-	286,734	(519)	19,800	18,371	324,385	(58)	3,009	-	58,553	-	-	-	12,338	4,626	-	-	701	79,170	403,555
5000 - Services & Operating Exp.	-	325,952	-	8,215	40	334,207	1,506	-	-	9,950	-	8,418	-	-	-	-	-	-	19,874	354,081
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,868	236	-	-	17,290	659	-	966	362	-	-	-	31,381	31,381
Total Expenditures	-	2,563,928	156,560	28,015	45,036	2,793,539	163,444	3,245	-	68,503	238,096	9,078	5,685	13,304	4,988	-	89,959	401,372	997,674	3,791,212
Interfund Transfers																				
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance	(53,645)	1,470,072	-	88,472	(0)	1,504,899	-	-	21,259	59,119	110,983	-	19,738	13,304	4,988	94,381	-	-	323,771	1,828,671
Net Increase (Decrease)	53,855	260,445	-	(1,465)	-	312,835	0	-	-	(57,703)	(26,386)	-	14,119	(13,304)	(4,988)	-	-	0	(88,262)	224,573
Ending Fund Balance	210	1,730,517	-	87,007	(0)	1,817,735	0	-	21,259	1,416	84,597	-	33,857	-	-	94,381	-	0	235,509	2,053,244

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2025-26 ADOPTED BUDGET

Resource Management  Program Title	UNRESTRICTED PROGRAMS					Total Unrestricted	RESTRICTED PROGRAMS											Total Restricted	Total General Fund
	0000	0000	0700	1100	1400		3182	3310	6266	6300	6500	6546	6770	7435	7690	9010	9010		
	0000	4000	4000	4000	4000		7511	4000	9002	4000	4000	4000	4000	8523	0000	4000	9651		
	GENERAL OPERATIONS	GENERAL OPERATIONS	LCFF SUPP/CONC	LOTTERY:UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	EDUCATOR EFFECTIVENESS	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	LEARN RECOVER EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL	OTHER RESTRICTED LOCAL		
Revenues																			
LCFF Revenues 8000-8099	-	2,662,560	145,018	-	43,000	2,850,578	-	-	-	-	-	-	-	-	-	-	-	-	2,850,578
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	12,279	-	41,065	-	53,344	-	-	-	17,630	211,710	9,078	19,804	-	89,959	-	-	348,181	401,525
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	-	82,500	401,372	483,872	538,872
Total Revenue	-	2,729,839	145,018	41,065	43,000	2,958,922	163,444	3,245	-	17,630	211,710	9,078	19,804	-	89,959	82,500	401,372	998,742	3,957,664
Expenditures																			
1000 - Certificated Salaries	-	922,174	-	-	27,774	949,948	46,050	-	-	-	183,506	-	5,000	10,000	-	-	296,465	541,020	1,490,968
2000 - Classified Salaries	-	578,547	84,452	-	-	662,999	29,297	-	-	-	-	-	-	10,000	-	79,536	6,425	125,258	788,257
3000 - Employee Benefits	-	802,374	56,590	-	14,258	873,222	38,760	-	-	-	81,257	-	1,220	6,330	89,959	59,418	98,303	375,246	1,248,469
4000 - Books and Supplies	-	106,777	3,976	20,801	928	132,482	36,590	3,022	-	5,000	-	-	-	-	-	-	179	44,791	177,273
5000 - Services & Operating Exp.	-	502,254	-	9,015	40	511,309	1,530	-	19,800	10,000	-	8,455	-	-	-	(56,454)	-	(16,669)	494,640
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	1,459	-	19,513	623	-	1,941	-	-	-	34,976	34,976
Total Expenditures	-	2,912,126	145,018	29,816	43,000	3,129,960	163,444	3,245	21,259	15,000	284,275	9,078	6,220	28,270	89,959	82,500	401,372	1,104,623	4,234,582
Interfund Transfers																			
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance	210	1,730,517	-	87,007	(0)	1,817,735	0	-	21,259	1,416	84,597	-	33,857	94,381	-	-	0	235,509	2,053,244
Net Increase (Decrease)	-	(182,287)	-	11,249	-	(171,038)	-	-	(21,259)	2,630	(72,565)	-		(28,270)	-	(0)	-	(119,465)	(290,502)
Ending Fund Balance	210	1,548,231	-	98,256	(0)	1,646,697	0	-	-	4,046	12,032	-		66,111	-	(0)	0	82,188	1,728,885

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2026-27 PROJECTED BUDGET

							RESTRICTED PROGRAMS												
Resource Management	0000	0000	0700	1100	1400	Total Unrestricted	3182	3310	6300	6500	6546	6770	7435	7690	7810	9010	9010	Total Restricted	Total General Fund
	0000	4000	4000	4000	4000		7511	4000	4000	4000	4000	4000	4000	8523 LEARN RECOV EMERG BLOCK GRANT	0000	9475	4000		
Program Title	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY: UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28		STRS ON-BEHALF PENSION	OTHER RESTRICTED STATE	OTHER RESTRICTED LOCAL	OTHER RESTRICTED LOCAL		
Revenues																			
LCFF Revenues 8000-8099	-	2,814,750	143,388	-	45,000	3,003,138	-	-	-	-	-	-	-	-	-	-	-	-	3,003,138
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	13,302	-	42,975	-	56,277	-	-	18,450	211,710	9,078	19,804	-	89,959	-	-	-	349,001	405,278
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	-	-	401,372	401,372	456,372
Total Revenue	-	2,883,052	143,388	42,975	45,000	3,114,415	163,444	3,245	18,450	211,710	9,078	19,804	-	89,959	-	-	401,372	917,062	4,031,477
Expenditures																			
1000 - Certificated Salaries	-	933,772	(2,376)	-	28,051	959,447	46,510	-	-	185,341	-	5,050	14,100	-	-	-	290,464	541,464	1,500,912
2000 - Classified Salaries	-	664,795	85,313	-	-	750,109	29,596	-	-	-	-	-	10,102	-	-	0	6,491	46,189	796,297
3000 - Employee Benefits	-	935,993	60,451	-	15,470	1,011,915	42,054	-	-	88,164	-	1,324	7,868	89,959	-	(0)	104,418	333,786	1,345,701
4000 - Books and Supplies	-	106,777	(0)	45,801	1,438	154,016	32,536	3,022	5,000	-	-	-	-	-	-	-	(0)	40,558	194,574
5000 - Services & Operating Exp.	-	445,800	-	9,015	40	454,855	1,530	-	10,000	-	8,455	-	-	-	-	0	-	19,985	474,840
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	-	19,513	623	-	1,941	-	-	-	-	33,517	33,517
Total Expenditures	-	3,087,138	143,388	54,816	45,000	3,330,342	163,444	3,245	15,000	293,017	9,078	6,374	34,010	89,959	-	0	401,372	1,015,499	4,345,841
Interfund Transfers																			
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	(69,275)	-	-	-	(69,275)	-	-	-	69,275	-	-	-	-	-	-	-	69,275	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-		-	-	-	(69,275)	-	-	-	69,275	-	-	-	-	-	-	-	69,275	-
Beginning Balance	210	1,548,231	-	98,256	(0)	1,646,697	0	-	4,046	12,032	-	-	66,111	-	-	(0)	0	82,188	1,728,885
Net Increase (Decrease)	-	(204,086)	-	(11,841)	-	(215,927)	-	-	3,450	(12,032)	-	13,430	(34,010)	-	-	-	-	(29,162)	(314,364)
Ending Fund Balance	210	1,344,145	-	86,415	-	1,430,770	-	-	7,496	-	-	13,430	32,101	-	-	-	-	53,027	1,414,521



CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2027-28 PROJECTED BUDGET

Resource Management  Program Title						Total Unrestricted	RESTRICTED PROGRAMS										Total Restricted	Total General Fund
	0000	0000	0700	1100	1400		3182	3310	6300	6500	6546	6770	7435	7690	9010			
	0000	4000	4000	4000	4000		7511	4000	4000	4000	4000	4000	8523	0000	9651			
	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY:UN RESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	LEARN RECOV EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL			
Revenues																		
LCFF Revenues 8000-8099	-	2,969,695	150,835	-	47,000	3,167,530	-	-	-	-	-	-	-	-	-	-	3,167,530	
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	166,689	
Other State Revenues 8300-8599	-	14,398	-	44,885	-	59,283	-	-	19,270	211,710	9,078	19,804	-	89,959	-	-	409,104	
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	401,372	-	456,372	
Total Revenue	-	3,039,093	150,835	44,885	47,000	3,281,813	163,444	3,245	19,270	211,710	9,078	19,804	-	89,959	401,372	917,882	4,199,695	
Expenditures																		
1000 - Certificated Salaries	-	943,110	(2,400)	-	28,332	969,042	46,975	-	-	187,194	-	5,101	11,983	-	283,891	535,144	1,504,185	
2000 - Classified Salaries	-	671,576	86,184	-	-	757,760	29,898	-	-	-	-	-	10,205	-	6,557	46,660	804,420	
3000 - Employee Benefits	-	1,015,553	65,589	-	16,785	1,097,928	45,629	-	-	95,658	-	1,436	7,972	89,959	110,925	351,578	1,449,506	
4000 - Books and Supplies	-	106,777	1,462	55,801	1,843	165,883	28,194	3,022	5,000	-	-	-	-	-	(0)	36,216	202,099	
5000 - Services & Operating Exp.	-	445,800	-	9,015	40	454,855	1,530	-	10,000	-	8,455	-	-	-	-	19,985	474,840	
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	-	19,513	623	-	1,941	-	-	33,517	33,517	
Total Expenditures	-	3,182,816	150,835	64,816	47,000	3,445,467	163,444	3,245	15,000	302,365	9,078	6,537	32,101	89,959	401,372	1,023,100	4,468,567	
Interfund Transfers																		
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unrestricted Contributions (8980)	-	(90,655)	-	-	-	(90,655)	-	-	-	90,655	-	-	-	-	-	90,655	-	
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Transfers	-	(90,655)	-	-	-	(90,655)	-	-	-	90,655	-	-	-	-	-	90,655	-	
Beginning Balance	210	1,344,145	-	86,415	-	1,430,770	-	-	7,496	-	-	13,430	32,101	-	-	53,027	1,483,797	
Net Increase (Decrease)	-	(234,378)	-	(19,931)	-	(254,309)	0	-	4,270	0	-	13,267	(32,101)	0	0	(14,563)	(268,872)	
Ending Fund Balance	210	1,109,767	-	66,484	-	1,176,461	0	-	11,766	0	-	26,697	0	0	0	38,464	1,214,925	



# Assumptions

## 2025-26 Charter Renewal

### Career Advancement Charter

LCFF Planning Factors	2023-24	2024-25	2025-26	2026-27	2027-28
Statutory Cost-of-Living Adjustment (COLA) & Department of Finance (DOF) Latest Estimates	8.22%	1.07%	2.93%	3.08%	3.30%
Department of Finance Estimated Funded COLA					
SSC Estimated Statutory COLA	8.22%	1.07%	2.43%	3.52%	3.63%
<b>Santa Cruz COE COLA Used</b>	<b>8.22%</b>	<b>1.07%</b>	<b>1.00%</b>	<b>1.00%</b>	<b>1.00%</b>

Other Planning Factors	2023-24	2024-25	2025-26	2026-27	2027-28
California Consumer Price Index (CPI)	3.46%	2.85%	2.92%	2.70%	2.76%
California Lottery - Unrestricted per ADA	\$211.00	\$191.00	\$191.00	\$191.00	\$191.00
California Lottery - Restricted per ADA	\$102.00	\$82.00	\$82.00	\$82.00	\$82.00
Mandate Block Grant District Grades k-8 per ADA	\$37.81	\$38.21	\$39.14	\$40.52	\$41.99
Mandate Block Grant District Grades 9-12 per ADA	\$72.84	\$73.62	\$75.41	\$78.06	\$80.89
Mandate Block Grant Charter Grades k-8 per ADA	\$19.85	\$20.06	\$20.55	\$21.27	\$22.04
Mandate Block Grant Charter Grades 9-12 per ADA	\$55.17	\$55.76	\$57.11	\$59.12	\$61.27
Interest Rate for Ten-Year Treasuries	4.26%	4.39%	4.49%	4.41%	4.30%
CalSTRS Employer Contribution Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Contribution Rate	26.68%	27.05%	27.40%	27.50%	28.50%
Minimum Wage	\$16.00	\$16.50	\$16.90	\$17.40	\$17.80

Average Daily Attendance (ADA)	2023-24	2024-25	2025-26	2026-27	2027-28
Alternative Education Current Year	914.48	884.36	887.62	877.07	866.71
Alternative Education <b>Funded</b>	946.67	905.98	906.01	893.31	887.68
District Funded Special Education	61.05	91.86	91.86	91.86	91.86
Countywide ADA	34,262.62	33,994.39	33,728.85	33,465.96	33,205.70

Career Advancement Charter	155.41	225.18	215.00	225.00	235.00
<i>Cypress Charter High School (closed 2019-20)</i>	-	-	-	-	

Salary and Benefits	2023-24	2024-25	2025-26	2026-27	2027-28
Certificated Step & Column	1.30%	1.30%	1.30%	1.30%	1.30%
Classified Step & Column	1.20%	1.20%	1.20%	1.20%	1.20%
Health & Welfare	7.00%	8.50%	8.50%	8.50%	8.50%

Employer Rates on Payroll (Other than H&W)	2023-24	2024-25	2025-26	2026-27	2027-28
CalSTRS	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS	26.68%	27.05%	27.40%	27.50%	28.50%
Social Security (FICA/OASDI)	6.20%	6.20%	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%
Unemployment Insurance (SUI)	0.05%	0.05%	0.05%	0.05%	0.05%
Workers Compensation	1.92%	1.92%	1.92%	1.92%	1.92%
Retiree Benefits (OPEB)	1.95%	1.95%	1.95%	1.95%	1.95%

Guiding documents: School Services of California (SSC) Dartboard & Fiscal Reports and BASC Common Message

**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2025-26 PROJECTED PROPOSED BUDGET  
FORM CASH**

		2025-26 PROJECTED PROPOSED BUDGET	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	2,053,243	2,053,243	2,144,472	1,944,624	1,936,938	1,878,388	1,833,791	1,743,450	1,639,082	1,585,337	1,502,984	1,454,810	1,413,117	1,591,117	2,053,243
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	2,850,578	142,529	142,529	256,552	248,237	258,881	258,881	258,881	258,502	272,606	258,502	258,502	224,463	11,513	2,850,578
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	166,689	-	-	-	-	-	-	1,794	-	-	-	58,040	52,919	53,937	166,689
Other State Rev	8300-8599	401,525	841	349	-	-	-	-	-	-	-	-	7,711	186,570	206,054	401,525
Other Local Rev	8600-8799	538,872	83,363	3,858	6,351	5,606	6,022	6,829	7,127	6,822	7,225	232,820	9,014	146,134	17,700	538,872
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		3,957,664	226,733	146,736	262,903	253,843	264,903	265,710	267,802	265,324	279,831	491,322	333,267	610,086	289,204	3,957,664
C. Disbursements																
Certificated Salary	1000-1999	1,490,968	11,006	130,214	115,191	129,772	135,416	145,383	143,102	130,261	145,685	143,635	139,714	90,899	30,691	1,490,968
Classified Salary	2000-2999	788,257	36,148	70,674	58,794	59,950	67,476	77,654	72,704	68,466	70,759	64,897	63,770	53,728	23,237	788,257
Employee Benefits	3000-3999	1,248,469	27,419	107,658	92,286	94,245	101,545	113,788	112,685	109,898	108,135	106,964	105,936	173,730	(5,821)	1,248,469
Supplies/Services	4000-5999	671,913	19,982	4,593	8,390	63,503	5,063	19,226	44,922	13,689	32,276	212,251	13,343	98,561	136,115	671,913
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7000-7499	34,976	-	-	3,811	-	-	-	-	-	5,177	11,749	-	15,168	(928)	34,976
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		4,234,583	94,555	313,138	278,472	347,470	309,500	356,051	373,412	322,314	362,032	539,496	322,763	432,086	183,294	4,234,583
Accounts Receivable	9120-9330	(135,022)	32,598	30,852	23,128	35,076	-	-	1,297	3,245	-	-	8,826	-	-	135,022
Accounts Payable	9510-9659	214,320	(73,546)	(64,298)	(15,246)	-	-	-	(54)	-	(153)	-	(61,023)	-	-	(214,320)
D. Net Cash Flow			91,229	(199,848)	(7,686)	(58,550)	(44,597)	(90,341)	(104,367)	(53,745)	(82,354)	(48,174)	(41,693)	178,000	105,910	(356,216)
E. Ending Cash			2,144,472	1,944,624	1,936,938	1,878,388	1,833,791	1,743,450	1,639,082	1,585,337	1,502,984	1,454,810	1,413,117	1,591,117	1,697,027	1,697,027

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape  
Enter in Ending Cash Balance from Fiscal12a report here  
Variance

(2,144,472.31)	(1,944,624.12)	(1,936,937.72)	(1,878,388)	(1,833,791)	(1,743,450)	(1,639,082)	(1,585,337)	(1,502,984)	(1,454,810)	(1,413,117)
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**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2024-25 ESTIMATED ACTUALS  
FORM CASH**

		2024-25 ESTIMATED ACTUALS	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	1,907,968	1,907,968	1,951,526	1,814,093	1,791,180	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	2,080,262	2,143,513	2,058,962	1,907,968
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	2,962,303	101,359	101,719	201,273	182,446	182,446	190,216	182,446	358,421	376,628	358,421	320,593	320,593	85,742	2,962,303
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	166,689	-	-	-	43,596	-	-	-	(3,245)	-	-	58,040	58,040	10,259	166,689
Other State Rev	8300-8599	376,567	1,635	342	4,237	3,086	11,610	20,043	73,009	32,413	18,064	4,084	7,232	7,232	193,579	376,566
Other Local Rev	8600-8799	510,227	60,885	7,199	6,351	6,100	5,899	5,816	6,035	5,449	144,065	-	8,535	8,535	245,358	510,226
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		4,015,785	163,879	109,259	211,862	235,227	199,955	216,076	261,490	393,038	538,757	362,505	394,400	394,400	534,938	4,015,785
C. Disbursements																
Certificated Salary	1000-1999	1,329,579	13,697	89,596	105,381	116,565	119,633	120,185	116,852	112,147	120,109	124,590	124,590	124,590	41,642	1,329,579
Classified Salary	2000-2999	660,436	24,595	48,987	49,720	45,613	45,964	59,078	67,697	51,939	56,417	53,429	53,429	53,429	50,139	660,436
Employee Benefits	3000-3999	1,012,180	22,339	70,012	70,451	74,395	79,129	76,302	87,082	80,287	85,193	85,887	85,887	85,887	109,330	1,012,180
Supplies/Services	4000-5999	757,636	18,742	4,651	15,056	44,042	11,811	1,665	34,000	2,644	59,852	15,045	15,045	215,045	320,039	757,636
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7000-7499	31,381	-	-	2,048	1,328	-	-	4,498	-	-	4,000	-	-	19,507	31,381
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		3,791,212	79,374	213,246	242,657	281,944	256,537	257,229	310,129	247,018	321,570	282,951	278,951	478,951	540,657	3,791,213
Accounts Receivable	9120-9330	(135,022)	32,598	30,852	23,128	35,076	-	-	1,297	3,245	-	-	8,826	-	-	135,022
Accounts Payable	9510-9659	214,320	(73,546)	(64,298)	(15,246)	-	-	-	(54)	-	(153)	-	(61,023)	-	-	(214,320)
D. Net Cash Flow			43,557	(137,432)	(22,913)	(11,640)	(56,582)	(41,153)	(47,395)	149,265	217,034	79,554	63,251	(84,552)	(5,719)	145,274
E. Ending Cash			1,951,526	1,814,093	1,791,180	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	2,080,262	2,143,513	2,058,962	2,053,243	2,053,243

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape

Enter in Ending Cash Balance from Fiscal12a report here  
Variance

1,951,525.65	1,814,093.49	1,791,180.48	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	1,965,195	-	-
-	-	-	-	-	-	-	-	-	(115,067)	(2,143,513)	-

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**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2023-24 UNAUDITED ACTUALS  
FORM CASH**

		2023-24 UNAUDITED ACTUALS	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	1,532,541	1,532,541	1,505,925	1,405,292	1,531,700	1,615,668	1,608,770	1,597,477	1,543,072	1,544,119	1,537,505	1,572,617	1,637,611	1,907,968	1,532,541
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	1,771,848	96,013	89,397	167,813	154,298	160,914	167,813	160,914	191,757	200,524	191,757	191,757	251,404	(252,513)	1,771,848
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	181,596	44,588	-	-	-	-	-	1,954	-	-	-	63,230	57,652	14,172	181,596
Other State Rev	8300-8599	266,446	558	558	11,037	26,042	20,076	31,833	12,500	5,117	16,641	33,463	5,117	123,805	(20,301)	266,446
Other Local Rev	8600-8799	386,830	59,842	3,717	3,895	4,024	4,323	4,902	5,116	4,897	5,186	167,130	6,471	104,903	12,423	386,830
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		2,606,720	201,001	93,672	182,745	184,364	185,313	204,548	180,484	201,771	222,351	392,350	266,575	537,763	(246,219)	2,606,720
C. Disbursements																
Certificated Salary	1000-1999	1,019,312	7,524	89,022	78,751	88,720	92,578	99,392	97,833	89,054	99,599	98,197	95,516	62,144	20,982	1,019,313
Classified Salary	2000-2999	426,298	19,549	38,221	31,797	32,422	36,492	41,996	39,319	37,027	38,267	35,097	34,487	29,057	12,567	426,297
Employee Benefits	3000-3999	732,234	16,081	63,142	54,126	55,275	59,557	66,737	66,090	64,456	63,422	62,735	62,132	101,893	(3,414)	732,234
Supplies/Services	4000-5999	475,637	14,145	3,251	5,939	44,953	3,584	13,610	31,799	9,690	22,847	150,249	9,445	69,770	96,354	475,637
Capital Outlays	6000-6599	50,000	-	-	-	-	-	-	-	-	-	-	-	46,608	3,392	50,000
Other Outgo	7000-7499	32,631	-	-	3,555	-	-	-	-	-	4,830	10,961	-	14,151	(866)	32,631
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		2,736,111	57,300	193,636	174,168	221,369	192,211	221,736	235,041	200,227	228,965	357,239	201,581	323,623	129,015	2,736,111
Accounts Receivable	9120-9330	(340,274)	(56,230)	-	132,346	220,169	-	5,894	-	-	-	-	-	-	65,000	367,179
Accounts Payable	9510-9659	289,987	(114,088)	(669)	(14,515)	(99,195)	-	-	152	(497)	-	1	-	56,217	-	(172,594)
D. Net Cash Flow			(26,616)	(100,633)	126,408	83,969	(6,898)	(11,293)	(54,406)	1,047	(6,614)	35,112	64,994	270,358	(310,234)	65,193
E. Ending Cash			1,505,925	1,405,292	1,531,700	1,615,668	1,608,770	1,597,477	1,543,072	1,544,119	1,537,505	1,572,617	1,637,611	1,907,968	1,597,734	1,597,734

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape

Enter in Ending Cash Balance from Fiscal12a report here  
Variance

[illegible]

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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 14.2

**Board Meeting Date:** June 12, 2025

☒

**Action**



**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Marcia Russell, Associate Superintendent, Educational Services  
Denise Guerra-Sanson, Executive Director, Student Program

**SUBJECT:** Petition to Renew Career Advancement Charter School

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### BACKGROUND

Following a public hearing held on May 15, 2025, the Board will be asked to either approve (Resolution #25-19) or deny (Resolution #25-20) the petition to renew Career Advancement Charter School.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

Based on the evidence provided in the charter petition, the Santa Cruz COE Charter Board Committee recommends the petition for Career Advancement Charter renewal be approved (Resolution #25-19).



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**BOARD OF EDUCATION**

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Ms. Rachel Williams

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May 27, 2025

The Santa Cruz COE Charter Committee has reviewed the charter renewal petition for Career Advancement Charter School submitted on April 22, 2025. This petition was presented in a public hearing at the Santa Cruz COE Board of Trustees meeting on May 15, 2025.

The petition was reviewed for all required components and evidence of meeting renewal criteria established by California Education Code. The charter committee reviewed the renewal petition and reached a recommendation for the Santa Cruz COE Board of Trustees to consider in making a renewal decision. Please accept and distribute this renewal recommendation report as required at least 15 days before the renewal petition decision meeting. Career Advancement Charter and the Board of Trustees may use the report to prepare for the decision meeting to be held June 12, 2025 and respond as applicable.

Thank you,

*Marcia K. Russell*

Marcia Russell

Associate Superintendent, Educational Services

## **Charter Board Committee Findings on the Renewal for the Career Advancement Charter Santa Cruz County Office of Education Date: May 21, 2025**

### **Background Information**

The petition for the Career Advancement Charter (CAC) is to renew the charter for an age 18 and older school for students who have not yet obtained a high school diploma. The current enrollment of the school is approximately 324 students (with 230 as of 2024-25 census day). The school is located at multiple locations within Santa Cruz county and has expanded in locations since initial authorization. CAC was originally authorized by Santa Cruz COE in 2017 and opened in the fall of 2017. The school is currently in their first charter term that is set to expire on June 30, 2025. The initial 5-year authorization was extended by CDE along with all California charter schools due to the COVID pandemic.

### **Mission and Purpose**

Career Advancement Charter (CAC), operated by the Santa Cruz County Office of Education, serves adults 18 and older who have not earned a high school diploma. CAC offers individualized instruction with a focus on academic achievement, career readiness, and technical skill development to help students secure family-sustaining employment and reintegrate into society as productive members. The program targets marginalized groups, including formerly incarcerated individuals, foster youth, English learners, and economically disadvantaged students.

### **Program Overview**

CAC functions as a non-classroom-based, independent study charter school operating across eight active and one planned site in Santa Cruz County, including correctional and probation facilities. It offers a personalized learning model, flexible schedules, blended digital and paper-based curriculum, and wraparound services. Curriculum aligns with California State Standards and includes CTE pathways in Building Trades, Culinary Arts, Hospitality, and Medical/Dental Assisting. Each student follows a Personalized Learning Plan (PLP) designed in collaboration with their assigned teacher.

The school has expanded in campuses and the number of students served. They plan to continue this expansion in the coming two years. This is a material revision to the charter that the Authorizing Board must consider in its decision for charter renewal.

### **Student Outcomes and Impact**

CAC's model supports students in earning high school diplomas, industry-recognized certifications, and transitioning to post-secondary education or employment. While there have been fluctuations in metrics such as graduation rates and persistence data, post-secondary transition rates have steadily increased, reflecting effective transition and career services. Performance data, including CASAS Educational Functioning Level gains and student satisfaction surveys, guide continuous improvement efforts. Most importantly, CAC is rated "Middle Performing" by CDE based on the school's Dashboard data.

### **Accreditation and Compliance**

CAC is fully accredited by WASC and complies with all applicable federal and state laws, including those concerning non-discrimination, special education, and English learner support. The program maintains transparency through annual audits, comprehensive assessments, and detailed LCAP reporting.

### **Governance and Staff**

The Santa Cruz County Board of Education oversees CAC. The school also has a Charter Advisory Council and School Site Council. The school employs a diverse and credentialed team, including academic and CTE instructors, bilingual staff, transition specialists, and administrators.

### **Financial Overview**

CAC is funded through state apportionments and workforce partnerships, with projected revenues meeting the needs of its growing enrollment. While expenditures are expected to slightly exceed revenues in future years, the school maintains a strong ending fund balance, ensuring sustainability.

### **Renewal Justification**

CAC qualifies for charter renewal under the "middle-performing" tier of Education Code Section 47607.2, showing sufficient academic growth, low suspension rates, and increasing post-secondary transitions. The renewal request from July 1, 2025, to June 30, 2030, is supported by demonstrated need, proven outcomes, and alignment with community workforce demands. Moreover, the school does not have any concerns based on the two remaining charter renewal criteria: 1) serving all students and 2) fiscal and accountability requirements

## **Santa Cruz County Office of Education Review Process**

Review Criteria: The Santa Cruz County Office of Education Charter School Board Committee considered the petition according to the requirements of the Education Code and other pertinent laws, guidance established in the California Code of Regulations Title 5, County Board Policy and Administrative Regulations.

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in EC 47605, 47607 and 47607.

The following questions guide the authorizer's review of the charter petition and their recommendation for renewal:

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition?



Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of EC 47605(e)?

2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?

3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

The full renewal criteria can be found at Source: CDE Charter Schools Performance Category Data Files <https://www.cde.ca.gov/sp/ch/performcategorydf.asp> Retrieved 11-16-24

### **COE Board Charter Committee Findings on the Renewal for the Career Advancement Charter**

Note: An Authorizer may only deny pursuant to EC 47607.2(b) upon making written findings that: (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND (2) Closure is in the best interest of the pupils; AND (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

The review team established that the Career Advancement Charter has met the criteria for renewal. While the school has not outperformed all state academic indicators, student growth as evidenced by verified data, including DataQuest, has shown clear and convincing evidence that the students have grown academically. Additionally, the charter school has presented a sound educational program, they are likely to successfully implement the educational program, the petition contains the required affirmations in Ed Code 47605(e), and there is no evidence of fiscal or governance factors or that they are not serving all pupils.

The petition was found to contain a reasonably comprehensive description of all elements, and the review team has concluded that the petition is fully compliant.

### **Santa Cruz County Office of Education Findings of Fact**

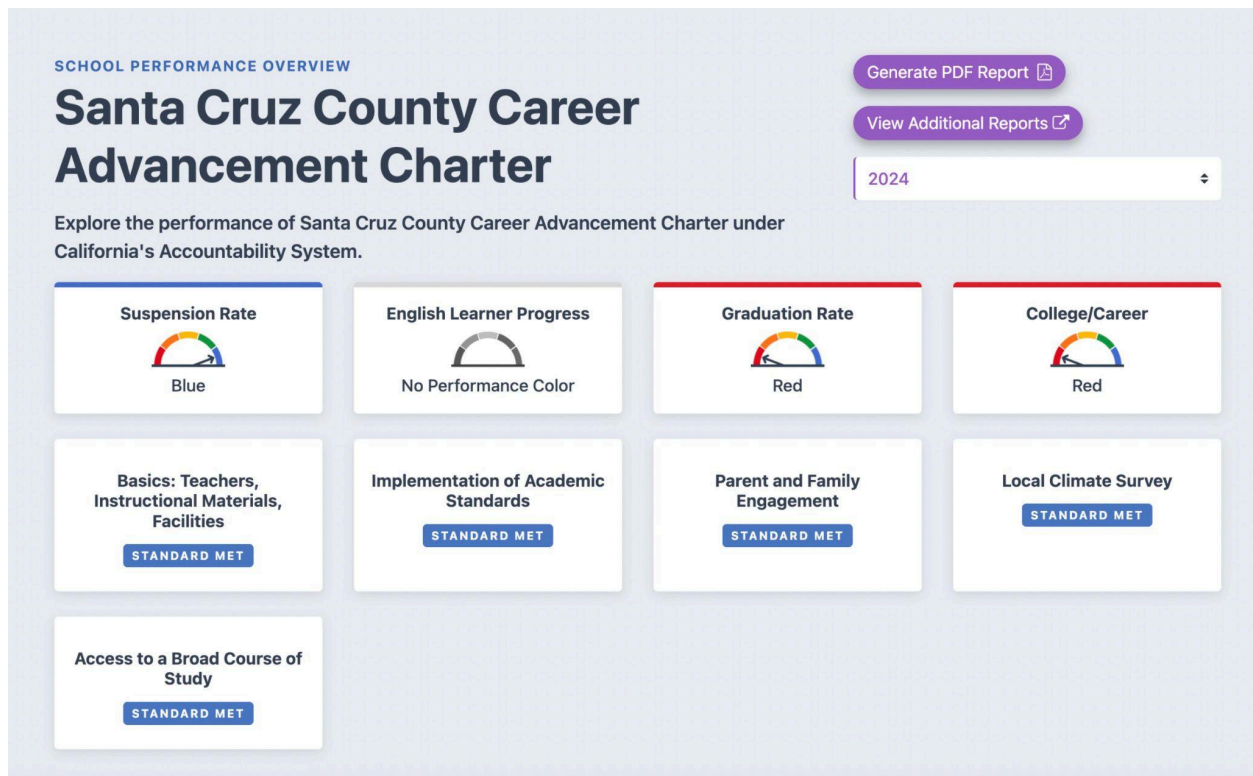
Finding 1:

CAC is designated by CDE as Middle Performing under EC 47607.2(b) Evaluation Purposes 3 Middle Performing EC 47607.2(b) The school was not found eligible for high performing under EC 47607(c) nor low performing under EC 47607.2(a); therefore, the chartering authority:

A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

As an ages 18 and older charter school, the California School Dashboard for CAC consists of just the four following indicators: Graduation Rate Indicator; Suspension Rate Indicator; College/Career Readiness Indicator, and Local Indicators.

Since students entering Career Advancement Charter are those who have not had success completing traditional high school programs, their graduation rate and college/career indicator rates underperform the state and are in red for growth and performance. This is to be expected from the unique population the school serves. The school has demonstrated in their petition the steps they are taking to improve these indicators, and as described, their local indicator CASAS data show improvement.



B. Shall also consider clear and convincing evidence with verified data showing either: 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school OR 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Verified data were utilized in this renewal consideration [EC 47607.2(c)]. The charter school has met the renewal criteria specified in EC 47607.2(b). In reviewing the schoolwide performance

and performance of all numerically significant student groups on the California School Dashboard and the verified data provided by the charter school, CAC has provided clear and convincing evidence that the school is making one year's progress through their DataQuest data. Although not verified data, CASAS local student performance data has also shown growth for CAC students.

Finding 2: The charter school has sufficient finances to remain viable and has met other accountability requirements. They have limited deficit spending in the coming years along with an expanding population. Therefore, this level of spending is not likely to cause fiscal challenges for the school.

Finding 3: The charter is serving all students and expansion is likely to allow the charter to continue serving a student population who have not been successful in traditional high school settings. The demographics of the student population represent students across our county and the school has clear procedures for enrolling students. Moreover, the material revision of expanded campuses and increasing numbers of students is likely to fill an existing need not served by other programs.

### **Recommendation**

Based on the evidence provided in the charter petition, the Santa Cruz COE Charter Board Committee recommends the petition for Career Advancement Charter renewal be approved. As a middle performing charter, they are eligible for a 5 year renewal until June 30, 2030.



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**Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth**

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

**Student Trustees: Natalie Hofkins and Ruben Marcus**

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## **RESOLUTION #25-19**

### **TO APPROVE PETITION TO RENEW CAREER ADVANCEMENT CHARTER SCHOOL**

**WHEREAS**, on April 22, 2025 lead petitioner Denise Guerra-Sanson, Executive Director, Student Program (“Petitioners”) for the Career Advancement Charter School (“Charter School”) submitted a charter petition renewal (“Petition”) to the Santa Cruz County Office of Education Board of Trustees.

**WHEREAS**, on May 15, 2025, Petitioners submitted a revised charter petition renewal to the Santa Cruz County Board of Trustees seeking approval to renew the school’s charter petition for a five year term, from July 1, 2025 to June 30, 2030.

**WHEREAS**, the Santa Cruz County Board of Education (“County Board”) held a public hearing on May 15, 2025, as required by Education Code section 47605, for the purpose of considering the level of support for the Petition by parents, teachers and other employees of the Charter School within the jurisdiction of the County Office; and

**WHEREAS**, the Santa Cruz County Office of Education charter school review team have reviewed and analyzed the Petition, including all supporting documentation submitted by Petitioners to the County Office following submittal of the Petition, for legal, programmatic and fiscal sufficiency, and have submitted a Staff Report and Proposed Findings of Fact (“Staff Report”) to the County Board, which Staff Report was made part of the agenda for this meeting and shall be deemed integrated into this resolution as Exhibit A; and

**WHEREAS**, the County Board and the Charter School have adopted a current Operational Memorandum of Understanding between the County Office and the charter school within the thirty (30) calendar days prior to the Charter Renewal decision

**NOW, THEREFORE, BE IT RESOLVED**, that the Santa Cruz County Board of Education, having fully considered and evaluated the Petition and supporting documentation hereby approves the Petition of the Charter School.

Resolution #25-19 To Approve Petition To Renew Career Advancement Charter School  
Santa Cruz County Board of Education  
June 12, 2025

**PASSED AND ADOPTED** by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 12th day of June 2025, by the following vote:

**AYES:**

**NAYS:**

**ABSENT:**

**ABSTAIN:**

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Abel Sanchez, Board President  
Santa Cruz County Board of Education

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



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**Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth**

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

**Student Trustees: Natalie Hofkins and Ruben Marcus**

---

## **RESOLUTION #25-20**

### **TO DENY PETITION TO RENEW CAREER ADVANCEMENT CHARTER SCHOOL**

**WHEREAS**, on April 22, 2025 lead petitioner Denise Guerra-Sanson, Executive Director, Student Program (“Petitioners”) for the Career Advancement Charter School (“Charter School”) submitted a charter petition renewal (“Petition”) to the Santa Cruz County Office of Education Board of Trustees.

**WHEREAS**, on May 15, 2025, Petitioners submitted a revised charter petition renewal to the Santa Cruz County Board of Trustees seeking approval to renew the school’s charter petition for a five year term, from July 1, 2025 to June 30, 2030.

**WHEREAS**, the Santa Cruz County Board of Education (“County Board”) held a public hearing on May 15, 2025, as required by Education Code section 47605, for the purpose of considering the level of support for the Petition by parents, teachers and other employees of the Charter School within the jurisdiction of the County Office; and

**WHEREAS**, the Staff Report identifies numerous deficiencies in the Petition, such that the Petition may be denied.

**NOW, THEREFORE, BE IT RESOLVED**, that the Santa Cruz County Board of Education, having fully considered and evaluated the Petition and supporting documentation hereby adopts the findings of fact set forth in the Staff Report attached hereto as Exhibit A, as the County Board’s own, and on the basis of those findings of fact, the County Board determines that:

1. The Petition does not contain reasonably comprehensive descriptions of all of the fifteen required elements set forth in Education Code section 47605, subdivision (b)(5)(A)-(O).

**BE IT FURTHER RESOLVED**, that, based on the findings of fact set forth in Exhibit A, which are incorporated herein by reference, the Petition is hereby denied.

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**PASSED AND ADOPTED** by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 12th day of June 2025, by the following vote:

**AYES:**

**NAYS:**

**ABSENT:**

**ABSTAIN:**

---

Abel Sanchez, Board President  
Santa Cruz County Board of Education

---

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



# CAREER ADVANCEMENT CHARTER

## 2025-2030 RENEWAL PETITION

Presented to the Santa Cruz  
County Board of Education





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## EXECUTIVE SUMMARY

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### Identified Need

The Santa Cruz County Career Advancement Charter (CAC), authorized by the Santa Cruz County Board of Education, addresses the critical educational needs of a significant, vulnerable adult population in Santa Cruz County. These adults lack a high school diploma and require targeted support to develop the skills necessary for family-sustaining employment and successful community integration. Operating in various facilities across the county, including correctional facilities and education centers, CAC offers a pathway for students to earn a diploma and enhance career opportunities, preparing them to be successful members of the 21st-century workforce and benefiting the greater Santa Cruz County region.

### CAC Mission Statement

The Career Advancement Charter (CAC) provides students with the opportunity to acquire academic, career, and technical skills to prepare for lifelong learning, personal agency, and success in the changing workplace.

The Charter's mission is to offer a premier program for students to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, CAC partners with the Workforce Development Board, school districts, and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative, and rigorous learning experiences. CAC serves students aged 18 and older who have not yet obtained a high school diploma, offering programs at multiple locations within Santa Cruz County.

### Outcomes

CAC supports students in achieving several key outcomes:

- Completion of industry certifications
- Attainment of a high school diploma or equivalent
- Successful transition to community college
- Successful transition to career certification or training programs
- Successful transition to family-sustaining employment

This document serves as a petition to renew the charter from 2025 to 2030, affirming the program's compliance with all applicable laws, regulations, and policies set forth by the Santa Cruz County Office of Education. The renewal highlights the ongoing need for the program and its effectiveness in addressing educational disparities within the community.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

### Opening Dates and Locations

The CAC opened in the fall of 2017 and currently operates at eight different locations in Santa Cruz County. These locations include: Rountree Medium Facility, Santa Cruz Main Jail, Blaine Street Women's Facility, Sequoia Schools, the County Office of Education, Probation Success Center North, and Probation Success Center South. Students who exit the locked facilities are encouraged to continue their education at our facilities in the community.

The following table identifies our current locations:

Location	Address
Rountree Medium Facility	90 Rountree Ln., Watsonville, CA 95076
SC Main Jail	259 Water St., Santa Cruz, CA 95060
Santa Cruz County Office of Education - Annex	399 Encinal St., Santa Cruz CA 95060
Santa Cruz County Office of Education, Administrative Offices	400 Encinal St., Santa Cruz CA 95060
Sequoia Schools	229 Green Valley Rd., Freedom, CA 95019
Blaine Street Women's Facility	141 Blaine St, Santa Cruz, CA. 95060
Probation Success Center North	303 Water St, Santa Cruz, CA 95060
Probation Success Center South	2007 Freedom Blvd, Freedom, CA 95019
COE South Site*	119 West Beach St, Watsonville CA 95076

**\*Proposed location in Fall 2025, more information provided in Material Revisions section**

### WASC Accreditation

The CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. The accreditation process was a meaningful experience for the CAC community and reflects our dedication to meeting educational standards and ensuring the success of our graduates, preparing them for their post-secondary pursuits.. The accreditation affirms our dedication to continuous improvement and excellence in education. We remain committed to upholding WASC standards and further enhancing student success. The Career Advancement Charter schoolwide learner outcomes include:

1. **Engage:** The Career Advancement Charter (CAC) equips students with a comprehensive set of skills and knowledge while acknowledging their ability to learn from personal strengths and mistakes to foster their academic and career development.
2. **Empower:** Career Advancement Charter (CAC) empowers students with a sense of confidence, high self-esteem, and belonging as part of a supportive community.
3. **Expand:** The Career Advancement Charter (CAC) equips its students with a versatile set of life skills to empower them for future success and support their continued growth.

**Staffing**

The CAC employs nine academic instructors, both full and part time, one Special Education instructor, and two part time CTE instructors. The CAC also employs a bilingual Executive Director, and Assistant Director.

<b>Certificated Staff</b>	Independent Study Teachers (9) Resource Specialist Teacher (1) CTE Teachers (2) Probation Support Staff (2) ESL Teacher (1) Early Care Pre-School Teacher (1)
<b>Classified Staff</b>	Bilingual Project (Transition) Specialists (2) Bilingual Community Organizer (1) Bilingual Project Coordinator (1) Bilingual Instructional Aides (3) Department Office Coordinator (1) Bilingual Senior Instructional Aide (1) Bilingual Administrative Assistant (1)
<b>Administration</b>	Bilingual Executive Director (1) Assistant Director (1)

**Student Enrollment**

Since the CAC opened in 2017 we have grown by over 300 percent. The CAC has exceeded enrollment projections for the past two academic school years (23/24 and currently 24/25). Our largest site serves approximately 100 CAC students at Sequoia Schools in Watsonville. Enrollment in the correctional facilities remains consistent at about 50 students enrolled across the 3 institutions. Due to our growth and need for more facility space, we will be adding an additional location at 119 West Beach in downtown Watsonville.

<b><u>LCAP Enrollment Numbers</u></b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b><u>2024-2025</u></b>
Total Enrollment	271	320	361	330
Includes all student registrations, including exited students (PowerSchool, local Student Information System)				
ADA	117	137	155	208

**Funding**

The California Education Code (47612.1) allows charter schools to receive funding for students who are over the age of 19 if instruction is developed in partnership with a federal workforce program such as the Workforce Development Board.

The enrollment projections for 2025-26 anticipate Unrestricted revenues of \$2,958,922 and expenditures of \$3,129,960, resulting in an Unrestricted ending fund balance of \$1,646,697. In 2026-27, the Unrestricted revenues are anticipated at \$3,114,415 and expenditures of \$3,330,342, resulting in an Unrestricted ending fund balance of \$1,430,770. In 2027-28, the Unrestricted revenues are anticipated at \$3,281,813 and expenditures of \$3,445,467, resulting in an Unrestricted ending fund balance of \$1,176,461.

<b>Unrestricted Fund Balance</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Beginning Fund Balance	<b>\$1,504,899</b>	<b>\$1,817,735</b>	<b>\$1,646,697</b>	<b>\$1,430,770</b>
Net Increase/(Decrease) to Fund Balance	<b>\$312,835</b>	<b>(\$171,038)</b>	<b>(\$215,927)</b>	<b>(\$254,309)</b>
Ending Fund Balance	<b>\$1,817,735</b>	<b>\$1,646,697</b>	<b>\$1,430,770</b>	<b>\$1,176,461</b>

These funding projections are based on estimated average daily attendance (ADA). The charter will continue to pursue funding opportunities from other sources, such as the California Adult Education Program (CAEP) Greater Opportunity Through Adult Learning.

**Academic Focus**

The CAC is a non-classroom based Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative and welcoming learning experiences.

CAC is committed to providing access to a challenging, relevant, and coherent curriculum for all students. Teachers integrate supplemental resources as appropriate for their students. CAC provides an engaging curriculum through a variety of materials and platforms, both digital and textbook/paper based, effectively supporting diverse student needs. Student progress is tracked through various tools including weekly progress sheets and quarterly reports. The program creates individualized study plans, offers flexible learning options, and allows teachers to successfully leverage their expertise to customize materials for specific student needs. Transcripts are reviewed and aligned to state graduation requirements, requiring 180 credits across 12 courses for diploma completion.

**Career Technical Education Focus**

A strong demand for workers continues in the Building and Construction Trades industry sector, whose demand increases as populations, businesses, and local economies expand. Through the COE Career Technical Education programs, CAC students can participate in the Building Trades and Construction industry (Construction Tech) pathway, currently offered at Rountree Medium Security Facility and 399 Encinal Street.

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. CAC offers the Hospitality, Tourism, and Recreation industry (HSR) Career Technical Education pathway to enrolled students at the Sequoia Schools location and at the Blaine Street Women's Facility.

The Health Science and Medical Terminology industry sector is experiencing significant growth, with increasing demand for skilled professionals to support the expanding healthcare industry. CAC students can participate in either the Medical or Dental Assisting Pathway, currently offered through the COE Career Technical Education programs at the 399 Encinal Street location.

Participating students receive industry certifications/certificates in addition to high school credit. The CAC works closely with CTE partners to identify additional CTE courses and pathways that can be offered to students.

**Schedule**

CAC teachers meet individually with each student to discuss their goals and tailor support to their specific needs. To help students focus during teacher meetings, tutoring, and skill-building classes, we offer childcare four days a week at our Sequoia Schools site. Students also benefit from the guidance of our transition specialists, who provide active case management to help them navigate educational and career pathways. Whether students are earning a high school diploma, continuing to postsecondary education, or entering the workforce, our specialists ensure a smooth transition through each phase of their journey. Additionally, we offer direct social-emotional counseling services and make appropriate referrals to community partners and external agencies when needed.

CAC provides an engaging curriculum through a variety of materials and platforms, both digital and textbook/paper based, effectively supporting diverse student needs. Student progress is tracked through various tools including weekly progress sheets and quarterly reports. The program creates individualized study plans, offers flexible learning options, and allows teachers to successfully leverage their expertise to customize materials for specific student needs. Transcripts are reviewed and aligned to state graduation requirements, requiring 180 credits across 12 courses for diploma completion.

At Sequoia Schools and at the Santa Cruz COE locations, the CAC follows the school calendar utilized by the SCCOE Alternative Education Program (**See Appendix 05**). For programs within locked facilities and at Adult Probation, the program is offered year round.

For the renewal period from 2025 to 2030, CAC seeks to continue its mission of providing flexible, inclusive educational opportunities that prioritize student achievement, well-being, and readiness for post-secondary success, fulfilling its role as an essential option for Santa Cruz County families seeking a personalized and supportive learning environment.

## INTENT AND LEGAL REQUIREMENTS

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In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

As used in Education Code section 47612, “attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school will be actually taught in their charter schools. “Regular average daily attendance” will be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. (5 C.C.R., §11960 (a).)

As a general rule, students over the age of 22 may not generate attendance for apportionment purposes in a charter school. (5 C.C.R., Sec. 11960 (c)(1).) However, a student who is over the age of 22 may generate attendance in a charter school if enrolled in a charter school program compliant with Ed. Code section 47612.1 that provides instruction exclusively in partnership with any of the following:



- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- (2) Federally affiliated YouthBuild programs.
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps. (5 C.C.R., § 11960 (c)(2); Ed. Code, § 47612.1.)

A charter school may either choose to partner with one of the above-listed programs as a whole school or (if also serving younger ages) it may opt to have a separate instructional program within the school that is specifically dedicated to students participating under the provisions of Ed. Code Section 47612.1. (5 C.C.R., § 11960 (c)(2)(B).)

CAC partners with the Workforce Development Board (authorized by the Workforce Innovation and Opportunity Act) and the California Conservation Corps for programs offered to students.

### **Affirmations and Assurances**

The Career Advancement Charter will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- CAC shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CAC shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- CAC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CAC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CAC shall admit all students who are eligible to attend, and who submit a timely application; unless CAC receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to CAC shall not be determined according to the place of residence of the student within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the

chartering authority shall make reasonable efforts to accommodate the growth of CAC in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- CAC shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CAC shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- CAC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CAC shall ensure that teachers in the Charter hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- CAC shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves CAC without graduating or completing the school year for any reason, the CAC shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- CAC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- CAC shall, on a regular basis, consult with students and staff regarding its education programs. [Ref. California Education Code Section 47605(c)]

- The CAC shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- CAC shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- CAC shall comply with the Family Educational Rights and Privacy Act.
- CAC shall comply with the Public Records Act.
- CAC shall comply with the Ralph M. Brown Act.
- CAC shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that CAC provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

## **HISTORY OF THE CAREER ADVANCEMENT CHARTER**

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In response to the need for supporting adults who required high school diplomas and career technical education, the County Office of Education initiated plans in 2016 to create a countywide charter school. The following year, the Santa Cruz County Board of Education approved the Career Advancement Charter (CAC), which commenced its operations at the Sequoia Schools site. Over time, the CAC expanded to multiple locations across Santa Cruz County to increase accessibility and support for the community.

CAC received its initial six-year accreditation from the Western Association of Schools and Colleges ("WASC") in March 2022.

## **STATEMENT OF NEED**

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The Career Advancement Charter (CAC) provides access to quality educational pathways for students of Santa Cruz County who are not currently enrolled in school and have not yet earned a high school diploma. The CAC re-engages disconnected and economically disadvantaged students through an innovative curriculum that integrates career technology education, relevant and flexible learning, vocational skills, and provides them the opportunity to earn a high school diploma.

As a countywide dependent charter, CAC offers services to a student community that benefits

from proven innovative strategies that provide students a renewed opportunity to earn a diploma, develop the skills to be successful in a career, and realize their full potential. This model continues to be warranted as a county-wide petition because the needs of students who attend CAC cannot be served as well by a charter school that operates in only one school district in the county.

The U.S. Census Bureau estimated in 2019-2023 that 11.5% of Santa Cruz County residents 25 years and older had not obtained a high school diploma or equivalent. We know there is great need for our services. Additionally, local data from Workforce Santa Cruz County identifies 14% of adults aged 25 years and older have less than a high school diploma or equivalent. In the southern part of the county where we are currently serving the majority of our CAC students, that number more than doubles to 30%. This data affirms the importance and need for accessibility to our program.

However, dropout prevention strategies cannot reach a critical subset of students – those who have disconnected from education. Some students will invariably fall through the cracks, leaving states, counties and local communities in need of options that work for students who are looking for a way back into public education. The CAC is designed intentionally to be small, individualized, and relevant to today's workforce needs. We have the ability to be nimble and have great impact with our community of students. The CAC uses a competency-based approach. Students are able to enroll in CAC when they are ready, not just in August when traditional schools begin. Each student begins with an intake meeting, where staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school. Our intake process ensures each student has an opportunity to meet with intake personnel prior to enrollment to determine their strengths, areas for growth, and to provide clarification for any questions they may have about enrollment at CAC.

The CAC's caring staff creates a Personalized Learning Plan (PLP), based on the student's needs, interests, and academic history that charts a path to graduation and beyond. No time is wasted, and every student is able to advance as rapidly as possible. Students stay engaged using individualized and online curriculum, with support from staff. Students do not have to wait until May to graduate; they can complete the program when they have met all the requirements for graduation.

*4 Year Cohort Graduation Rates for all Santa Cruz County Schools in 2023-2024 by subgroup*

<b>Subgroup</b>	<b>Cohort</b>	<b>HS Graduates</b>	<b>Cohort Graduation Rate</b>	<b>Did Not Graduate</b>
English Learners	585	464	79.30%	20.70%
Foster Youth	14	8	57.10%	42.90%
Homeless Youth	399	327	82.00%	18.00%
Migrant Education	138	118	85.50%	14.50%
Students with Disabilities	517	364	70.40%	29.60%
Socioeconomically Disadvantaged	2,228	1,915	86.00%	14.00%
Total	3,649	3,105	85.10%	14.90%

*Table 1 Source: DataQuest, <https://dq.cde.ca.gov/>*

The table highlights 2023–2024 four-year cohort graduation rates across all Santa Cruz County schools. The students who did not graduate, particularly from underserved subgroups, represent potential candidates for the Career Advancement Charter (CAC), which offers a second-chance pathway for adults to earn a high school diploma. The CAC can serve as a valuable bridge for re-engaging these young adults and supporting their academic and career advancement.

Santa Cruz County's economic vitality hinges on the educational attainment of its adult population, given that a significant percentage lacks a high school diploma, influencing workforce competence and contributing to broader societal issues such as crime and economic insecurity. Disparities are particularly pronounced among Latino students, who have higher dropout rates compared to their White peers. The correlation between education levels and both health and economic outcomes underscores the value of educational programs like Head Start and universal preschool. Furthermore, the traditional adult education funding constraints highlight the necessity for innovative solutions like charter schools, which offer flexibility and potential for collaboration with corporate and employment development partners to address educational and workforce needs. These partnerships enable tailored programs that cater to the unique needs of underserved communities, enhancing literacy and job readiness in a way that aligns academic learning with real-world applications.

A strong demand for workers continues in the Building Trades and Construction industry and Hospitality, Tourism, and Recreation industry sectors. Demand increases as populations, businesses, and local economies expand. According to the Center for Excellence, labor market data for California indicates a generally positive outlook for building and construction trades, with an average projected job growth of 4.86% across all listed occupations from 2023 to 2028. The average annual job openings across these occupations are estimated at 1,140. Gainful

employment opportunities have the ability to change one's life. Secure employment and education create a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

At CAC, students co-develop a personalized learning plan with their teacher, intentionally designing their academic journey based on their educational, workforce, or career goals. These plans can incorporate a Career Technical Education (CTE) focus, allowing students to gain hands-on experience in fields such as Culinary Arts and Construction Tech through on-site courses or co-enrollment opportunities.

To expand career advancement opportunities, the CAC is scaling a co-enrollment initiative in collaboration with our Adult Education partners, including our local community college and our existing CTE programs. This initiative enables students to work toward their high school diploma while simultaneously engaging in career training or certification programs. Upon completing these co-enrollment pathways, students have the unique opportunity to graduate with both a high school diploma and industry-recognized certifications or coursework in high-demand fields.

## **CHARTER RENEWAL CRITERIA**

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Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing Charter):

In accordance with the amendments to Education Code Section 47607, and the creation of Education Code Section 4 7607 .2, by Assembly Bill 1505 (2019), upon charter renewal, a chartering authority shall consider the performance of a charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance. CAC falls into the middle-performing tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Middle Performing Renewal Criteria: Education Code Section 47607.2(b) states:

(b) (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of

academic performance in determining whether to grant a charter renewal.

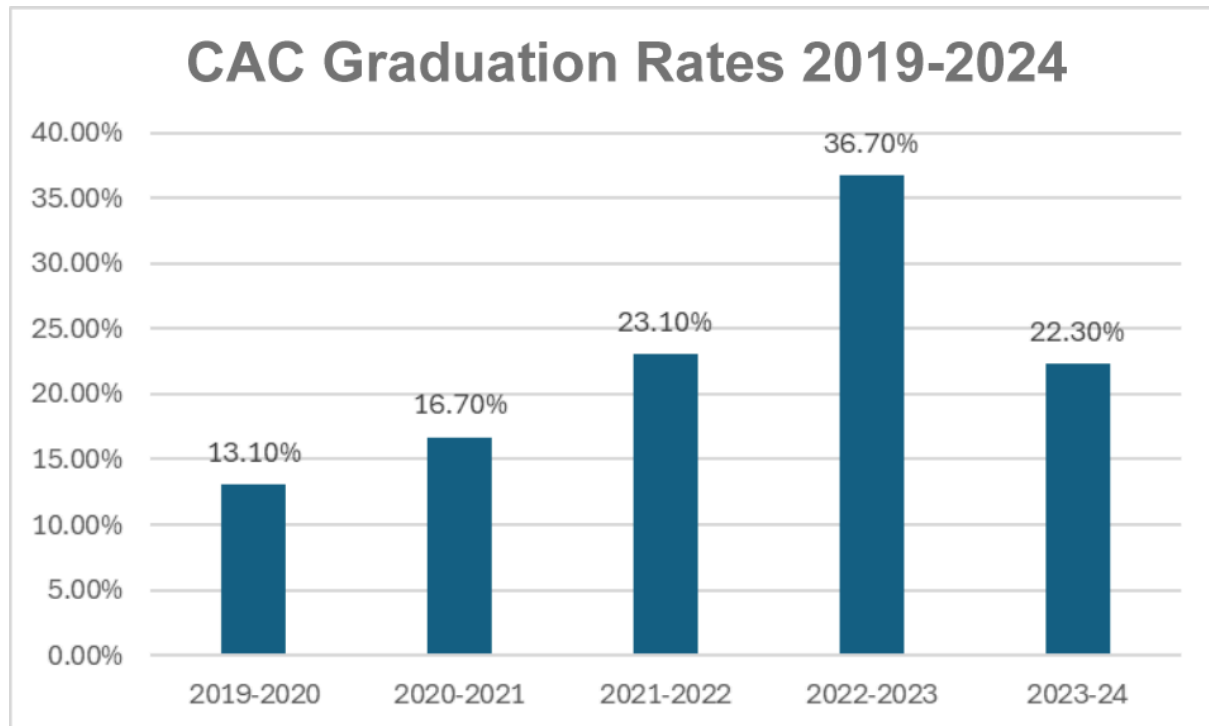
(3) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

"Measurements of academic performance" are indicators on the Dashboard that are based on "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

"Verified data" means "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced .... [and] shall include measures of postsecondary outcomes." (Education Code Section 47607.2(c)(1).) The State Board of Education has an approved list of valid and reliable assessments as "verified data" to be used for this purpose. The CAC is currently identified as Middle Performing, just as two thirds of all charters in California, designating the school eligible for a 5 year renewal.

### **Graduation Rates**



Source: dataquest, <https://dq.cde.ca.gov/>

Graduation rates at the Career Advancement Charter show a clear upward trend from 2019 to 2022, nearly doubling from 13.1% in 2019–2020 to 23.1% in 2021–2022. This steady improvement suggests gradual progress in student support and academic outcomes during that period. In 2022–2023, there is a notable peak, with graduation rates rising sharply to 36.7%. However, in 2023–2024, the graduation rate declined to 22.3%. While still above earlier years, this drop raises important questions about potential shifts in student needs, changes in staffing or program delivery, or other external challenges that may have affected student completion.

Cohort graduation rates are not well-suited for adult charter schools because they assume a traditional four-year timeline that doesn't reflect the realities of adult learners. These students often enroll year-round, return after long educational gaps, and balance school with work or family responsibilities. Flexible, non-classroom-based instructional models and high student mobility further complicate accurate cohort tracking.

#### **Suspension and Expulsion Rate**

The suspension and expulsion rates at CAC have been exceptionally low across all subgroups, with no suspensions or expulsions recorded from 2017 through 2025. This suggests that the school has effective behavioral management strategies. This consistently low suspension rate aligns with the school's individualized and supportive approach, but the projected data highlights areas to monitor and potentially address through preventive interventions.

#### **Academic Performance**



Adult education programs use these metrics to evaluate effectiveness, ensure accountability, and support continuous improvement in serving a diverse population of learners with unique educational and life circumstances. Each indicator provides critical insight into different aspects of the adult learner experience, from academic growth to career readiness.

CASAS Educational Functioning Level (EFL) Gains measure improvements in literacy, numeracy, and other foundational skills. These gains are federally recognized indicators of student learning in adult basic education (ABE), ESL, and adult secondary education programs. They help programs track individual student progress toward skill mastery, which is essential for workplace readiness and academic advancement.

Persistence Data—the percentage of students who remain enrolled for at least one semester—is vital in adult education because learners often face barriers such as employment, childcare, housing, or immigration status that can interrupt schooling. Persistence is a key predictor of program success; if students stay enrolled, they are more likely to complete educational goals and access post-secondary or employment opportunities.

Student Survey Data reflects program quality from the learner’s perspective. High satisfaction levels often correlate with strong relationships, relevant curriculum, and responsive services. Because adult learners are typically self-directed and goal-oriented, their feedback is a critical measure of how well the program is meeting their expectations and supporting their success.

Credit Accrual—particularly earning 45 or more credits per year—is used as a benchmark for academic momentum. In adult programs where students are recovering credits or pursuing diplomas, this metric helps assess whether they are progressing at a pace sufficient to meet graduation requirements within a reasonable timeframe.

Career Services Received tracks how many students meet with Transition Specialists. These specialists play a crucial role in helping adult learners connect education to career pathways through resume building, job placement, or referrals to vocational training. Monitoring this ensures that career readiness is being actively supported.

Post-secondary Transition Rate measures how many graduates move into workforce training, college, or employment. This outcome metric is aligned with the broader goals of adult education: improving employability, increasing earning potential, and enabling lifelong learning. High transition rates demonstrate that programs are not only educating but also empowering students to advance in life and career.

LCAP GOALS (2021-2024)	21-22	22-23	23-24
<a href="#">Graduation</a> Rate - <a href="#">CA School Dashboard</a>	<a href="#">30.60%</a>	<a href="#">58.8%</a>	<a href="#">29.2%</a>

CASAS <a href="#">Educational Functioning Levels (EFLs)</a> gains	62.00%	52%	50.0%
Persistence Data			
% of students continuously enrolled for at least one semester	58.7%	58.1%	37.4%
Student Survey Data			
% of students who are satisfied or very satisfied with the CAC program	84.6%	99.0%	76.9%
Credit Accrual			
% of students earning 45 or more credits per year	18.5%	19.1%	16.1%
Career services received			
as measured by meeting with Transition Specialists	33.0%	32.8%	36.3%
Post-secondary Transition Rate			
% of graduated students who continued to a post-secondary program including workforce, community college, vocational training	26.80%	31%	36.7%

Source: CAC LCAP, **See Appendix 6**

Between 2021 and 2024, the program experienced significant fluctuations in key academic performance indicators, reflecting both moments of progress and areas of concern. Notably, the graduation rate surged in 2022–23, reaching nearly 59%, only to fall sharply to 29.2% the following year. This volatility suggests that while targeted efforts may have temporarily boosted completion rates, the underlying systems for sustaining long-term student success—such as consistent engagement, instructional continuity, and personalized supports—may not have been fully institutionalized. Similarly, CASAS Educational Functioning Level (EFL) gains declined steadily over the three-year period, raising questions about the effectiveness of literacy and numeracy interventions or the evolving academic readiness of incoming students.

Persistence data and student satisfaction rates echo this pattern of decline, with a particularly stark drop in the percentage of students remaining enrolled for at least one semester—from 58.1% in 2022–23 to just 37.4% in 2023–24. Student satisfaction, too, fell from a high of 99% to 76.9%, potentially signaling a shift in student perception of program quality or relevance. On the other hand, post-secondary transition rates have steadily improved, suggesting that students who do graduate are increasingly connecting with opportunities in higher education, vocational training, or the workforce. This upward trend in transition outcomes points to the value of strong career guidance and transitional support services, even as the program works to stabilize academic and engagement indicators.

## REQUIRED ELEMENTS

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### Logistical Components

#### ***Santa Cruz County Board of Education as Authorizer***

To the extent that this charter petition refers to the “County Board” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Santa Cruz County Board of Education where appropriate.

#### ***Term of Charter***

The Petitioners request a charter renewal pursuant to Education Code Section 47605 for a term of five years from July 1, 2025 through June 30, 2030.

#### ***Date of Opening and Students Served***

The charter was originally approved in the spring 2017 and the Petitioners opened the Career Advancement Charter (CAC) for instruction August 1, 2017, with authorization to offer instruction for youth aged 17 and older.

#### ***Notification upon Approval***

Upon approval of the charter petition, the Authorizer will provide a written notice of the approval to the Charter Schools Division of CDE, State Superintendent of Public Instruction and the State Board of Education.

***Facilities – Governing Law:*** *The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

CAC is currently located at seven sites within the boundaries of Santa Cruz County and may expand sites in subsequent years. Career Advancement Charter (CAC) shall operate its primary administrative offices at 400 Encinal St., Santa Cruz, CA 95060. CAC operates at the locations listed below under a single County-District-School (CDS) code as part of a single school with multiple locations.

**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER****CHARTER RENEWAL 2025 - 2030**

CAC will notify districts prior to opening additional sites and will notify adjacent COEs and districts if a resource center will be opened in adjacent counties. All facilities meet the requirements of the Americans with Disabilities Act and do not present physical barriers that limit an eligible student's full participation in educational and extracurricular programs. Facilities are large enough to provide space for inviting and engaging learning spaces for small group activities, group projects, and work space for individual student/teacher meetings. Facilities also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. The Sequoia Schools location provides space for child care. The following list details the opening dates and different locations of the charter school:

<b>Location</b>	<b>Date opened</b>	<b>Address</b>
Rountree Medium Facility	Fall 2017	90 Rountree Ln., Watsonville, CA 95076
SC Main Jail	Fall 2017	259 Water St., Santa Cruz, CA 95060
Santa Cruz County Office of Education, Administrative Offices	Fall 2017	400 Encinal St., Santa Cruz CA 95060
Santa Cruz County Office of Education, Annex	Fall 2017	399 Encinal St., Santa Cruz CA 95060
Sequoia Schools	Fall 2017	229 Green Valley Rd., Freedom, CA 95019
Blaine Street Women's Facility	Fall 2018	141 Blaine St, Santa Cruz, CA. 95060
Probation Success Center North	Fall 2019	303 Water St, Santa Cruz, CA 95060
Probation Success Center South	Fall 2023	2007 Freedom Blvd, Freedom, CA 95019
COE South Site*	Planned for Fall 2025	119 West Beach St, Watsonville CA 95076

**\*Proposed location in Fall 2025, more information provided in Material Revisions section**

## ELEMENT A: Educational Program

**Governing Law:** *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

**Governing Law:** *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

**Governing Law:** *A description, the manner in which the charter school informs students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

### CAC Mission Statement

The Career Advancement Charter provides students with the opportunity to acquire academic, career, and technical skills to prepare for lifelong learning, personal agency, and success in the changing workplace. Additionally, CAC infuses its program delivery with greatly needed soft skills – such as persistence, perseverance, and mindset of investment – which is co-developed along with academic skills to assure maximum reward for our students.

CAC offers an innovative, integrated approach to education – one that helps students, teachers, and schools thrive. CAC provides the environments, tools, and techniques that re-engage and motivate students to complete high school and earn their diplomas. CAC focuses on essential areas for student success: California State standards-based curriculum integrating academics and technology; collaboration amongst teachers, support staff, and administrators; and extensive support to keep students engaged through graduation to post-secondary opportunities.

The CAC leadership team brings a diverse range of experience from both classrooms and administrative roles in traditional and alternative high schools across Santa Cruz County. With the guiding support and oversight of the Santa Cruz County Office of Education, and the CAC Charter Advisory Council, we are able to re-engage students ages 18 and older and close the graduation gap.

Because re-engaged students come back to school with varying degrees of work and family responsibilities, CAC offers a flexible learning program, providing various curricular selections (online, traditional, and teacher-created), attendance options, and work completion choices. All students have access to an academic path that allows them to progress towards obtaining their high school diploma, regardless of their circumstances. All students are required to attend or show proof of having worked on their agreed upon course work for a minimum of 20 hours per week.

Students develop a comprehensive Personalized Learning Plan (PLP) with their teacher. Students are required to attend regular weekly meetings to present work completed at home or to come in for face-to-face tutoring appointments. These students are also invited to attend content specific small group sessions that are available throughout the day, including afternoons and evenings. These sessions are designed to provide students direct instruction in the various content areas.

Each CAC site is equipped with a personalized learning space, where students can work and receive additional help from teachers and qualified paraprofessional educators. While students have the opportunity to access some materials and courses online, CAC teachers and instructional support staff also provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small group instruction, projects, and individual tutoring. The program's flexible structure enables students to attend academics full-time if desired. Students can balance small group instruction on a daily basis, or divide their time between their academics and trade, career, or community college courses. This flexible student-centered model works best with students who experience challenges with consistent attendance, are managing work or family obligations beyond schooling, or are facing academic and/or social emotional challenges.

**Program Overview**

The following locations are currently operational:

<b>Location</b>	<b>Staff</b>	<b>CAC Students Only</b>	<b>COE Offered Program</b> (open to all adult students)	<b>Student Enrollment</b>	<b>Program Days and Hours of Operation</b>	<b>School Calendar</b>
Rountree Medium Facility	Part-time Certificated Teacher, Transition Specialist support	HSD/HSE	Building Trades Pre-Apprenticeship	25 students	W-F 2-5pm	Year-round
SC Main Jail	Certificated Teacher	HSD/HSE		25 students	M-F 3-5:30pm	Year-round
Blaine Street Women's Facility	Certificated Teacher	HSD/HSE	Culinary Arts	6-8 students	Tues 2:30-4:30pm	Year-round
Probation Success Center North and South	Part-time Certificated Teacher, Transition Support Specialist	HSD/HSE		15 students	Varies	Year-round
COE Annex	Certificated Teachers	HSD/HSE	Building Trades Health Careers	30 students	M-TH Hours vary	185 day Student Programs Calendar
Sequoia Schools	Certificated Teachers	HSD/HSE Culinary Arts, Digital Literacy		150 students	M-F 12-7:30pm	185 day Student Programs Calendar

**Delivery of Instruction:**

The Career Advancement Charter implements versatile and meaningful instruction that cultivates critical thinking and creative problem solving for adult students. Bilingual-bicultural instructional staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school. Adult students return to an educational or training program for many reasons. Each student meets with their assigned teacher at least once per week for a progress check-in, instruction, personalized support, and an attendance review. The rate of progress that a student makes each semester varies. On average, students earn 5 credits per subject in one semester.

The Career Advancement Charter provides individualized instruction through multiple learning methods. CAC's highly effective, personalized approach to adult education is characterized by a flexible Independent Study Program that accommodates diverse student backgrounds and needs.

CAC provides a responsive learning environment that allows adult students to balance education with work and personal responsibilities while pursuing academic, career, and personal goals.

**Materials and Resources include:**

1. Comprehensive [Core Curriculum](#) focused on adult learners
  - Implementation of online curriculum through established resources such as [Bright Thinker](#), [CyberHigh](#), and [Aleks](#)
  - Implementation of textbook/paper based curriculum resources such as [Challenger Adult Reading Series](#), [Breakthrough to Math](#), and [Ventures](#)
  - Bright Thinker curriculum is A-G and Common Core approved, ensuring alignment with standards
  - Writing tools and history curriculum incorporate multicultural perspectives
2. Instructional Student Support
  - English level placement through intake screening process and CASAS assessment
  - Digital literacy screening, which includes Gmail assessment, observation of navigation skills on online platforms, and the assignment of the online new student questionnaire
  - Specialized support for ESL students through Ventures curriculum and ESL classes
  - Differentiated instruction to meet diverse student needs
3. Career and Skills Development
  - Collaboration with Cabrillo College to implement [DMCP: Strategic Job Preparation Skills Certificate](#)
  - Digital literacy skill development workshops, with an emphasis on foundational knowledge
  - Developmentally appropriate reading subject material available for students at various levels
  - Co-enrollment opportunities at the community college or in vocational training programs for interested and eligible students

In the locked facilities, our teachers have limited access to students and limitations on online resources and tools for coursework. At all three facilities, teachers deliver instruction in a small group format with 5-12 students in class at a time. The CAC Transition Specialist offers workshop specific support as requested by the teaching staff. We provide a paper/pencil version of the CASAS assessment as well as a paper version of the HiSet high school equivalency exam.

Independent Study materials are provided in traditional printed packets and books. We currently offer a CTE Building Trades Pre-Apprenticeship program at the Rountree Facility and a Culinary Arts class at Blaine Street Women's Facility. Both of these programs include industry recognized certification opportunities.



# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

The following materials are used as part of the CAC instructional program and are aligned with its educational goals and standards.

Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit, African-American Lit, Latino Lit, World Lit, They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Math Foundational	<a href="#">Workplace Skills Series</a>	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Applied Mathematics</i>
Math Foundational	<a href="#">Breakthrough to Math Series</a>	New Readers Press	2009	Main titles used: <i>Levels 1-4</i>
Math Foundational	<a href="#">Number Power Series</a>	Mcgraw Hill	2012	Main titles used: <i>Fractions Decimals &amp; Percents, Measurement, Algebra, Pre-Algebra</i>
Math Foundational & Algebra Intermediate	<a href="#">Key To....Series</a>	Mcgraw Hill	2012	Main titles used: <i>Algebra, Decimals, Fractions, Measurement, Percents, Geometry</i>
Math & Algebra All Levels	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Intermediate Algebra, Number Concepts</i> *Spanish materials available

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

Subject	Textbook	Publisher	Year	Notes
<b>ENGLISH</b>				
ELA Foundational	Brightthinker ELA Series	Brightthinker	2020	Online Curriculum available Main titles: <a href="#">English 1</a> , <a href="#">Creative Writing</a>
ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Math & Algebra All Levels	Brightthinker Mathematics Series	Brightthinker	2020	* <a href="#">Online Curriculum</a> available Main titles: <i>Algebra 1</i> , <i>Geometry</i> , <i>Math Models</i>
<b>COURSE SUBJECT</b>				
<b>TEXTBOOK</b>				
<b>Publisher</b>				
<b>Year</b>				
<b>Notes</b>				
<b>US HISTORY</b>				
US History Foundational	Brightthinker Social Studies/History Series	Brightthinker	2020	* <a href="#">Online Curriculum available</a> Main titles: <i>US History</i>
US History Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>US History</i> *Spanish materials available
<b>WORLD HISTORY</b>				
World History Foundational	<a href="#">Brightthinker Social Studies/History Series</a>	Brightthinker	2020	* <a href="#">Online Curriculum available</a> Main titles: <i>World History</i>

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ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
ELA All Levels	<a href="#">Challenger Series</a>	New Readers Press	2009	Main titles Used: <i>Levels 1-8</i>
ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ALGEBRA</b>				
<b>GOV/ECON</b>				
Government Foundational	Brightthinker Social Studies/History Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Government</i>
Government Intermediate	We the People: An Introduction to American Government	Mcgraw-Hill	2019	13th Edition
Economics Foundational	Brightthinker Elective Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Personal Finance</i>
Economics Foundational	<a href="#">Number Power Series</a>	Mcgraw Hill	2012	Main titles used: <i>Financial Literacy</i>
Economics Advanced	<a href="#">Foundations of Personal Finance</a>	Goodhart-Wilcox	2014	9th Edition
Economics & Government Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Economics</i> , <i>Civics &amp; Government</i> *Spanish materials available
<b>LIFE/PHYSICAL SCIENCE</b>				

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ELA Intermediate	Workplace Skills Series	Mcgraw Hill	2012	Value set of 25 - Main title used: <i>Reading for Information</i>
ELA Advanced	<a href="#">Norton Anthology Series</a>	Norton Anthology	2017	Main titles used: <i>Intro to Lit</i> , <i>African-American Lit</i> , <i>Latino Lit</i> , <i>World Lit</i> , <i>They say/I say</i>
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ELA All Levels	<a href="#">The Change Agent: An Adult Education Magazine for Social Justice</a>	World Education	1994 - 2021	Online Curriculum directed towards Racial Equity & Adult Learning
ELA/ESL All Levels	<a href="#">Ventures (Third Series)</a>	Cambridge University Press & Assessment	2018	A six-level, standards based, integrated skills series for Adult Education, aligned to WIOA, NRS, English Language Proficiency, and CCR Standards
<b>MATH/ ALGEBRA</b>				
Physical Science Foundational	<a href="#">Glencoe Science High School Series</a>	Mcgraw-Hill	2017	Main titles used: <i>Earth Science</i> , <i>Physical Science</i>
Life & Physical Science Foundational	Brightthinker Science Series	Brightthinker	2020	<a href="#">*Online Curriculum available</a> Main titles: <i>Biology</i> , <i>Environmental Systems</i>
Life & Physical Science Foundational	<a href="#">College and Career Readiness Series</a>	Mcgraw-Hill	2016	Main titles used: <i>Life Science</i> , <i>Physical Science</i> , <i>Earth &amp; Space Science</i> *Spanish materials available
<b>COURSE SUBJECT</b>	<b>TEXTBOOK</b>	<b>Publisher</b>	<b>Year</b>	<b>Notes</b>
<b>FINE ARTS</b>				
Art All Levels	Consider Davis Arts High School & Studio Series	Davis Arts Publication		<a href="#">More info and even more info : The Visual Experience, Drawing, Photography, Painting, Graphic Design, Sculpture, Clay, Printmaking</a>

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<b>MATH/ ALGEBRA</b>				
<b>P.E.</b>				
Lifetime Fitness & Wellness Pursuits	Brightthinker PE/Health	Bright Thinker		<a href="#">*Online Curriculum available</a> Main titles: Lifetime Fitness & Wellness Pursuits
<b>CAREER EXPLORATION</b>				
Career Exploration Foundational	Brightthinker Career Development Series	Brightthinker	2020	<a href="#">Online Curriculum available</a> Main titles: <i>College &amp; Career Transitions</i>

**Graduation Requirements and Courses Offered**

Students have access and support to complete the following courses to meet the CAC graduation requirements:

Subject Area	Credits Required
English	30
Math	10
Algebra	10
US History	10
World History	10
Government	5
Economics	5
Life Science	10
Physical Science	10
Fine Arts	10
Physical Education (PE)	20
Career Exploration/Electives	50
Total	180

**CTE and Academic Integration**

The Core Principles of Curriculum Integration: The processes of conducting rigorous scientific research (e.g., pre- and post-testing students in search of statistically significant results) and identifying what works in real educational settings using sound methods are two very different enterprises. Throughout the original Math-in-CTE study (Stone et al., 2006), researchers sought to capture the classroom experience and determine the fidelity of the intervention through the collection of data from multiple sources, including observations, teaching reports, teaching tapes, instructional artifacts, lesson plans, individual teacher interviews, and teacher focus groups. Direct input from the teachers who participated in the study was particularly valuable in helping researchers identify what made the integration work and what did not. Researchers triangulated and analyzed this data in order to learn more about the model. These analyses generated five core principles supporting curriculum integration. For the purpose of this paper, we have adopted the principles to use as a lens through which to examine curriculum integration and what makes it work:

1. Develop and sustain a community of practice among the teachers.
2. Begin with the CTE curriculum and not the academic curriculum.
3. Understand that academics are essential workplace knowledge and skills.
4. Maximize the academics in the CTE curriculum.
5. Recognize that CTE teachers are teachers of academics-in-CTE, and not academic teachers.

Source: [http://www.nrccte.org/sites/default/files/publication-files/nrccte\\_curriculum\\_context.pdf](http://www.nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf)

### **Partnership with Workforce Development Board (WDB)**

CTE Administrators are members of the WDB and the Youth Council. The SCCOE Career and Adult Learning Services Department, SCCOE Alternative Education Program, the SCCOE Sueños Program and the SCCOE Foster Youth Services are all active partners of the WDB. The WDB is actively involved in providing current Labor Market Information to ensure the CAC offers educational programs that will lead to employment in the region. The WDB provides support to all of the partner programs who provide direct services to students in our program.

One of the most significant opportunities the CAC provides is the opportunity for students over 18 to re-engage through career training partnerships between CAC and the Santa Cruz area Workforce Innovation and Opportunity Act (WIOA) programs. Eligible students up to age 24 can participate in the Sueños program, a comprehensive Youth Employment and Training program that helps students secure employment through intensive case management, training services, educational programs, and supportive services. CAC students also have the option to co-enroll in any of our COE CTE adult programs which include; the no-cost Building Trades Pre-Apprenticeship, no-cost Wildland Fire Academy, Dental Assisting, and Medical Assisting. Eligible WIOA students can use scholarship money to pay for the fee-based programs. These short term certification programs provide a pathway for interested students into an entry-level position with opportunity for growth and advancement in high demand occupations. CAC can also connect students to vocational training programs across the county and support them with the enrollment process.

Participants will have access to the following services:

- Career coaching
- Job Developer consultations
- Vocational assessments
- Career Technical Training
- Job Search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

### ***Personalized Learning***

Students complete the program at an individually determined pace, tracked by students on their Personalized Learning Plan (PLP) individual course record documentation, which is part of each student's learning plan and goals documentation. Resources are available – just in time - to allow

for either an accelerated or remedial pace. Differentiation is provided in several ways. Advanced courses can be offered in all core content areas, as are foundational or remedial courses, but the real strength lies in the teachers' ability to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Competency is demonstrated through benchmark and summative assessments, for each course, and culminates in the presentation of projects that represent a broad sampling of student learning. As students work through the standards-based curriculum in the California state standards content areas, the mastery of these standards and skills showcase themselves in projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the projects and creative technology as well as presentations where students practice their listening and speaking skills. Assignments are aligned to the California state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave CAC with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma or equivalency. The value and reward of this program is its ability to dramatically improve the career opportunities and quality of life prospects for this student population.

CAC identifies student needs through multiple assessment tools, including CASAS (Comprehensive Adult Student Assessment Systems) assessments, student surveys, and ongoing teacher evaluations, while providing personalized academic and social-emotional support. Through collaboration with Adult Education partners and shared data systems like [TopsPro Enterprise](#) and [Community Pro](#), the program tracks student literacy growth, demographics, barriers, and transitions to improve instructional guidance and support. [CASAS](#) is used as the primary assessment tool for directing students to appropriate learning materials and tracking their progress. Teachers actively monitor student progress through formative assessments and provide individualized support for all students, including English language learners and students with special needs.

### ***Description of How Learning Best Occurs***

CAC provides a strategic approach to student re-engagement. One aspect of this re-engagement is a dedicated, knowledgeable, and flexible staff that includes teachers, instructional support staff, transition specialists, and administration. Their primary commitment is to guide and support students until they complete all graduation requirements. Simultaneously, the CAC works with students to identify possible career pathways and supports them on their quest to pursue post-secondary educational goals. The support staff are committed to an active case management process which includes the development and implementation of the Personalized Learning Plan



(PLP) document.

The PLP process supports the students in identifying their existing high school credit profile, which is analyzed by a counselor and/or teacher, and results in academic goal setting and a detailed path to graduation. Ongoing assessment helps identify gaps in support for the student as well as any challenges that may affect their academic goals. Once the student meets his/her initial goal of securing a high school diploma, the staff supports them into their post-secondary opportunities which may include the first semester of college, vocational training, or the establishment of a workforce connection or advancement.

CAC's distinctive and innovative program integrates standards-based academic knowledge within real-world applications and provides flexible learning opportunities. CAC's instructional model is designed to address three significant needs common amongst its unique student population:

- Personalized learning – timely assessment (formative and summative) that informs a student's learning agreement
- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant
- Accessibility – learning that will be available to any student, anytime, anywhere, including students with special needs or constraining circumstances through Chromebooks and other technological resources

The charter school is guided by the belief that learning will be personal and different for each student. Therefore, by offering a flexible learning model, we are able to help students personalize their learning by offering choices and adaptability, such as the number of courses taken at a time, order of courses, access to specific remediation topics, individual tutoring, small group work, etc. The need for flexible learning developed from a desire to enhance good teaching by engaging every student enrolled in CAC in meaningful, rigorous, and personalized learning opportunities. In addition, the CAC team acknowledges the need to prepare students for 21st century skill attainment.

Personalized learning requires the active direction of the student. A number of important studies (Lee, et al., 1995; Newmann, et al., 1992; Stigler & Hiebert, 1999) have pointed to the importance of active participation in learning as a major determinant of performance on tests and in grades. Students who were formerly unsuccessful in the school setting benefit from personalized instruction and learning opportunities. With technology, it is easier to allow for student choice, for meeting individual interests, for ensuring that assignments are at appropriate level, and allowing for prior experience to support learning. CAC students will graduate with digital proficiencies that prepare them for success in post-secondary pursuits.

CAC provides students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Technology accessibility includes Chromebooks, internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

Schools that provide individually paced, online curriculum have demonstrated an ability to retain more students due to having fewer discipline problems and increased student engagement helping to mitigate the high dropout rates found in schools serving students who have previously dropped out of school. There is also a higher rate of college attendance than schools with a higher ratio of students to computers, according to the results of a study from Project RED (Revolutionizing Education), a national initiative that aims to prove that when properly implemented; investing in technology can boost student achievement.

CAC delivers an engaging curriculum through a dynamic blend of digital platforms, interactive learning tools, and traditional materials, ensuring comprehensive support for diverse student needs. The integrated use of Google Classroom and adaptive software provides the ability to track student progress in real-time, supplementing weekly progress sheets and quarterly reports. The program leverages technology to create individualized study plans, providing flexible, data-driven learning options that enable teachers to customize materials with precision. Transcript analysis ensures alignment with state graduation requirements, streamlining the path to diploma completion with 180 credits across 12 courses. Every CAC pupil will have access to standards-aligned instructional materials that are updated and refined on an ongoing basis. Embedded benchmark assessments and summative evaluations occur as a student moves through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, online courses are critical for students to experience as most community college classes also have an online course component.

CAC classrooms are equipped with up to date technology to meet students' instructional needs. CAC classes accommodate individual learning needs through an environment that supports individual learning styles and pacing. CAC teachers have subject-specific expertise through education and credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. An adult student-centered approach is a central concept of the program. Students are able to participate in small group learning activities facilitated by an instructor.

### ***Professional Learning***

The Career Advancement Charter implements versatile and meaningful instruction that cultivates critical thinking and creative problem solving for adult students. We ensure this through engaging professional development, various learning opportunities, and instructional collaboration specific to adult learners. We are an active member of the GOAL (Greater Opportunities for Adult

Learning) Consortium and collaborate with our Adult Education partners on three specific goals which include; addressing educational needs, improving integration of services and transitions, and improving effectiveness of services.

Our CAC staff participates in ongoing professional learning opportunities directly with the CAC team, with our partner Alternative Education department at SCCOE, the GOAL Consortium, and through state and nationwide opportunities offered through Adult Education. Standards-based curriculum that supports the college and career readiness standards and the schoolwide learner outcomes is a focus for our CAC staff.

CAC has established regular staff meetings to enhance team-building, teacher discussion, and input. Staff are also offered the opportunity to attend conferences that focus on best practices in adult education such as the California Adult Education Program (CAEP) Summit conference.

Teachers have opportunities to come together as a team to strategize through challenges and collaborate on developing school culture. Bilingual-bicultural instructional staff support delivery of instruction, restorative academic counseling, and wraparound access to basic services to keep students engaged in school.

### ***Subject Areas to be Taught***

CAC is committed to providing access to a challenging, relevant, and coherent curriculum for all students. CAC curriculum is developed and implemented with interdisciplinary alignment, where teachers collaborate to build skills that students need to succeed in all subjects. We track inventory and organize our curriculum through a working Google Sheets document that has additional teacher support tools, online and digital learning resources, and supplemental texts. Teachers integrate supplemental resources as appropriate for their students. New and additional curriculum orders are approved by the Executive Director, processed by the Business Office, and implemented into lesson plans throughout the year.

The CAC Curriculum Map outlines our stated outcomes and courses of study necessary to complete the high school diploma. Since all students come with varying previous credits, transcripts are reviewed with the student to create an Independent Study plan specific to their needs. During transcript review, students fill out and sign the Independent Study Master Agreement, updated annually, which outlines the specific courses and credits the student needs to graduate. Student work and credit accrual are tracked through the CAC Weekly Progress Assignment Sheet and the CAC Quarterly Progress Report. Students receive an updated transcript on a quarterly basis. Weekly check-ins and frequent reporting on credit accrual helps learners balance their progress towards graduation with work/life demands.

All of our students have access to a broad course of study to complete their high school diploma. Our graduation requirements are aligned with the state requirements. All students must complete 180 credits in 12 courses of study to graduate from the CAC.

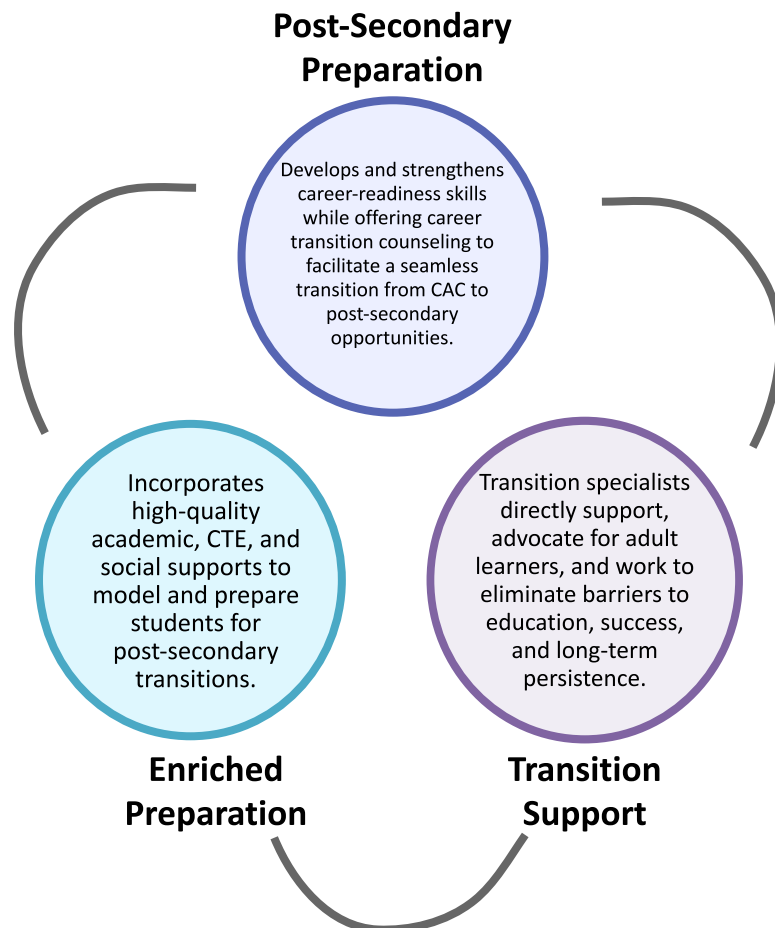
### ***Pathways through Post-Secondary***

Our long-term vision is for CAC to empower adult students to become college and career ready by creating clear, supported pathways into and through post-secondary education. To support adult students in navigating post-secondary opportunities, the CAC follows a collaborative approach that leverages the expertise of teachers, transition specialists, and counselors.

Transition Specialists in Adult Education in California emerged as a critical role following the implementation of the Adult Education Block Grant (AEBG) in 2015, now known as the California Adult Education Program (CAEP). Transition specialists were introduced to address gaps in student support and help adult learners navigate pathways to postsecondary education, training, and employment. Their presence has been instrumental in fostering collaboration, ensuring that students receive seamless support as they move across systems and achieve their educational and career goals.

By working closely with educators and support staff, CAC transition specialists help students identify their goals upon entry into our high school diploma program, access resources, and successfully transition into postsecondary education, training, and employment.

To support adult students in transitioning to post-secondary, the CAC implements the following:



**ENRICHED PREPARATION**

*Note: **Enriched preparation** is delivered and emphasized by all CAC Staff, including teachers, transition specialists, support staff, and paraprofessionals.*

**College, Career, and Post-Secondary Training**

- CAC staff deliver consistent messages, from intake through graduation, that all students are capable of achieving post-secondary goals including college, career, and post-secondary training.
- Staff continually assess progress through the strategic use of data, using post-secondary access and completion as key measures of program success.
- Staff create a climate focused on academic and professional growth, mindsets, and practices as well as personal responsibility or agency for one's own learning, career, and life goals.
- Staff support students to explore a range of career options and to understand their connections to post-secondary programs of study.

**Curriculum & Instruction**

- Curriculum emphasizes deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century (meta-cognitive) skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.
- Curriculum is aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff embeds ongoing opportunities to practice academic and professional skills such as effective time management, team work, and problem solving.
- Students have the opportunity to participate in workforce readiness activities, including strategic job preparation (resume building, interview skills, and cover letters), as well as programs through the Workforce Development Board (WDB) that provide access to internships, job placements, and job shadowing experiences.

**Intentional Use of Time, Technology, & Assessment to Customize Instruction & Accelerate Learning**

- Program organizes time flexibly to enable students to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Staff use regular and various assessment methods (face-to-face and web-based) to determine students' specific learning needs and customize instruction to accelerate

learning.

- Staff utilizes student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic support.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate “anytime, anywhere, any pace” learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

#### **Personalized Guidance and Support**

- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish to achieve post-secondary success
- Program provides learning opportunities to build students’ agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students’ care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff develop students’ abilities to have greater responsibility and voice in their own learning and life choices.

#### **POST-SECONDARY PREPARATION**

**Post-secondary preparation** is delivered by CAC teachers, transition specialists, and counselors. CAC collaborates with our local community college and career training programs, integrating enriched preparation. CAC staff work together to share information and facilitate a seamless transition from CAC to postsecondary opportunities.

#### **Supported Dual Enrollment**

- Students have the opportunity to enroll in both non-credit and credit-bearing courses at local Community Colleges to gain exposure to college experiences and expectations. Courses reinforce essential skills within a career context, prerequisite math and English courses, or can be applied toward a technical certificate.
- Where appropriate, the program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.

- College courses explicitly model college instruction through the use of, for example, syllabi, out-of-class assignments, college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations) and blended or online approaches.
- The program provides formal, intense academic support and scaffolding to ensure students are successful in their early post-secondary courses.

**A Focus on College Knowledge and Success Strategies**

- The program coaches students to develop post-secondary skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.
- Students gain post-secondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- The program develops the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

**Personalized Guidance**

- Transition specialists use data such as attendance and course performance to monitor student progress toward the goal of entry into non-credit, credit-bearing coursework, and/or technical programs of study.
- The program utilizes a cohort-based approach to leverage peer connections, expand students' social networks, and build additional post-secondary support, using both face-to-face, small group, and online strategies.
- The program integrates intentional career exploration and planning that take into account students' career aspirations as well as local labor market demand to help drive toward post-secondary programs resulting in credentials with labor market value.

**TRANSITION SUPPORT**

Transition Support is delivered by CAC transition specialists and support staff. CAC transition specialists provide dedicated transition support, working in collaboration with our local community college and adult education partners to ensure a seamless transition or warm handoff for students to postsecondary.

**Fostering Connection to Post-Secondary Education**

- The program enables students to develop increasing independence and agency as learners, drawing on academic growth mindsets and behaviors as they prepare to

transition to post-secondary (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).

- Staff leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Students engage in small cohort-based learning and leadership communities whenever possible.

### **Reducing Barriers to Post-Secondary Transitions**

- Transition specialists conduct one-on-one meetings with students to assess their needs and develop individualized transition plans.
- Transition specialists and support staff identify and support by addressing barriers to education, such as childcare, transportation, and financial challenges, by connecting students with relevant resources.
- Transition specialists collaborate with staff to connect students with necessary programs and resources, including but not limited to food assistance, medical and behavioral health support, financial aid, and technology resources.

### **Outreach and Advocacy**

- The program advocates for the needs of adult learners within CAC and the broader community.
- The program educates students about their rights, opportunities, and available support services.
- Staff develop and strengthen partnerships with community colleges, career training programs, and workforce development agencies to co-create seamless pathways for students.
- Staff engage with community partners through events, fairs, board meetings, and direct outreach via phone, email, or in-person meetings.

### ***Targeted School Population***

CAC provides educational services for Santa Cruz County students, ages 18 and older, who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The CAC currently operates at seven sites in Santa Cruz County strategically situated to provide students in need of our services convenient access to our programs. A key component of the facility locations are accessibility to public transportation and access to partner resources. CAC



enrollment per teacher is different than California limits on ADA ratios of students to teachers. The CAC program provides post-secondary counseling through transition specialists as well as additional resources provided through partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners provide CAC with referrals to a 100% disadvantaged student population. Adult students leave compulsory education for many different reasons, but the research demonstrates that the following reasons are consistently at the top of the list: a difficult transition to high school, deficient basic skills, and a lack of engagement. The CAC program was designed to create learning environments that compel adult school students to gain proficiency in the skills, knowledge, and mindsets that support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The CAC offers a unique educational experience specifically designed for young adults who have not yet been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1.

### ***Student Enrollment and Attendance***

Enrollment in CAC shall be consistent with California Charter School Act and federal Law. Additional site locations may be possible for upcoming school years, as the need develops. CAC accepts any Santa Cruz County student seeking educational re-engagement and is eligible to pursue a high school diploma, as well as those from contiguous counties as required by law. Enrollment projections for the next five years could reach up to 300 students.

The Career Advancement Charter actively identifies, recruits and provides a premier high school diploma program and career technical education program. CAC specifically recruits students who include but are not limited to the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth ages 18 and older who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All CAC students are required to sign an attendance agreement upon enrollment.

A potential CAC student is someone who:

- Wants to return to school and complete their high school diploma
- Wants to identify and explore possible college and career paths
- Is not currently enrolled in a school or educational program (including a charter school)
- Is willing to create short-and long-term goals towards completing education, as well as transition plans that may include attending community college, vocational training, and workforce advancement.

To provide an exceptional CAC educational program and to support the academic goals of the students enrolled, the CAC program hires experienced, highly qualified certificated staff with the following qualifications:

- Possess a valid California Multiple/Single Subject Teaching Credential or Designated Subjects Credential
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility is considered).

### ***Adult Learning Strategies***

Adult learning strategies are essential for fostering lifelong learning, skill development, and career advancement. Adult learners benefit from strategies that acknowledge their prior knowledge, experiences, and need for practical application. Effective strategies include self-directed learning, where individuals take control of their education through online courses or Independent Study; experiential learning, which involves hands-on activities and real time instruction; and problem-based learning, where real-world challenges drive engagement and critical thinking. Additionally, collaborative learning enhances knowledge retention and professional growth. By using these strategies, adult learners can acquire new skills efficiently while balancing work and personal responsibilities.

The CAC's competency-based instructional model is based on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen's work on Professional Learning Communities (*Change Forces, Turnaround Leadership, Coherence*), Ron Edmonds' research on the school effectiveness movement, Robert Marzano's *What Works in Schools*, Larry Lezotte's *Stepping Up!*, Reuven Fuerstein's *Mediated Learning*, and Stephen Covey's *7 Habits of Highly Effective People*. Drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*),

Bloom's Taxonomy of Educational Effectiveness, and *Covey's 7 Habits*.

Using this theoretical framework, CAC provides high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. CAC's use of this customized curriculum provides for:

- Integration of California's State Standards (CCSS and NGSS) and CTE Standards
- High-interest projects and assignments revolving around Career Technical Education (CTE), careers, and college readiness
- Applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or multi-media tutorial to learn the core academics and technology applications)
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards)

Competency-based learning allows teachers more freedom to use metacognitive approaches and differentiated instructional practices to foster student engagement. A competency-based delivery model considers each student as an individual with different learning needs. A look into working with Career Technical Education (CTE) students demonstrates that competency-based learning is a natural way to assist students' transformation from drop out to life-long learner. The workplace needs of a 21<sup>st</sup> Century economy demands that workers have actual task mastery of skills, not just time on task.

Competency-based education, with a focus on individual student growth, coupled with rigor, relevance, and relationship, in a high tech and high touch environment, facilitates a unique experience and meaningful transformation that creatively meets many of the needs of a 21<sup>st</sup> century economy and culture. Student success is ensured with low student to teacher ratios, engaging and interactive curriculum, and an individual learning plan we refer to as "Personalized Learning Plan" or (PLP).

CAC offers students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a "knowledge value" individual as described by David Thornburg.

CAC leverages the knowledge and expertise of its partners to provide students with access to the middle class through an innovative curriculum and instructional model. This approach prepares students for the 21st century workforce, empowering them to become engaged, contributing members of their communities and the economy. CAC students develop persistence,

perseverance, and resilience, experiencing firsthand the rewards of their effort. With the support of dedicated and caring professionals, CAC graduates transition successfully into careers, advanced training, and higher education. Through hard work and guidance, they emerge engaged, empowered, and ready to expand their learning.

### ***English Learner Services***

Some students face an additional challenge of needing to develop English proficiency. Other students upon enrollment and assessment are found to have below grade level academic skills that require remediation and support to access grade level high school curriculum. And other students arrive with exceptional skills and the ability to truly accelerate their learning. The flexible learning model is an integral part of CAC's program delivery contributing directly to student achievement, as well as narrowing the achievement gap for all students. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice provides the flexibility to individualize and personalize learning leading to individual gains in math and reading.

For students needing supplemental English Language Development (ELD), the following supports are included in the instructional model:

- CAC follows the state mandated protocol and procedures for identifying students up to age 21 using CALPADS, the home language survey, and the English Language Proficiency Assessment for California (ELPAC). (EC 313 and 60810)
- For students ages 21 or older, CASAS is integrated as an assessment tool to help identify their English language proficiency.
- CAC has developed a customized ELD program for each student as part of their individualized learning plan which is detailed in their Personalized Learning Plan (PLP). Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.
- The CAC ELD program provides on site language development classes in a safe and supportive environment. Additionally, computer assisted programs designed to support English development.

CAC meets all applicable legal requirements for Multilingual Learners (ELs) including, but not limited to, annual notification, student identification, placement, research-based English Language Development (ELD/ESL) and core content instruction; progress monitoring and intervention; teacher qualifications and training; re-classification criteria, and a process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements.

CAC emphasizes continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies, and ensures that staff are qualified to serve Long-Term English Learner (LTEL) students and have the needed support from the SCCOE Student Services Division.

**Home Language Survey**

CAC shall comply with all applicable state and federal laws related to the education of EL students. CAC follows SCCOE policies and procedures for the provision of services to ELs including identification and assessment upon initial enrollment. The Home Language Survey is administered to determine each student's primary language. Any student identified as having a primary language other than English, as determined by the Home Language Survey, and who has not been previously identified as an English Learner by a California public school, or for whom there is no record of results from the administration of an English language proficiency test, shall be assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC).

**Assessments**

All students who indicate that their home language is other than English, is administered the ELPAC test within 30 days of initial enrollment, if they are entering a California public school for the first time for the school year, have no record of results, or have never taken the ELPAC test for another reason. They are tested at least annually to measure their language growth thereafter between July 1 and October 31 of each year until reclassified as fluent English proficient. EL students may also participate in other state mandated tests as required.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Student opinion and consultation, if applicable, achieved through notice to students of the language reclassification and placement.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the

same age whose native language is English).

CAC notifies students, if applicable, of the school's responsibility for ELPAC testing under the ESSA for annual English proficiency testing. ELPAC results are given to students, if applicable, within 30 days of receiving results.

### Outcomes

The goals of the CAC EL Program are to provide students:

- Development of proficiency in English and in the county adopted core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average SCCOE student of the same age or grade level whose primary language is English.
- Equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that will be equivalent to their peers, experience success, and sustain adequate psychosocial adjustment.
- To have students function successfully in the English language, the needs of English Learners will be met through:
  - Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
  - Access to highly-qualified academic teachers authorized to teach ELs, including integrated and designated ELD.
  - Implementation of the California ELD Standards.
  - Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English.
  - Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
  - Staff collaboration regarding best practices in working with EL students.
  - Primary language support provided by teachers and support staff, as feasible.
  - Use of nonverbal cues, using graphic organizers, hands-on learning, and

cooperative/peer tutoring.

- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think-a-louds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).
- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

In addition, if CAC enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed, composed of students, staff, and community members specifically designated to advise school officials on EL program services.

### ***Meeting the Needs of All Students***

CAC provides each student identified as Gifted with a learning environment conducive to developing and expanding his/her individual areas of giftedness. The learning plan and accommodations are documented in the student's learning plan. CAC recognizes a gifted student as a student who has superior intellectual development and is capable of high performance and accelerated learning.

The PLP is accessible to each of the students' teachers who are responsible for the implementation. Each teacher shall be informed of specific responsibilities related to implementing the student's PLP.

If a student enrolls with an IEP indicating that he/she was previously identified as "gifted / talented" under IDEA, then an IEP meeting is held to determine FAPE (Free Appropriate Public Education). Placement may be appropriate at CAC, and goals, objectives, supports and services are determined by the IEP Team.

CAC provides appropriate challenging coursework for all students along with opportunities to

accelerate in order to maximize each student's potential through a variety of options, including but not limited to: modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, formative, and summative assessments.

CAC will provide appropriate scaffolded coursework for all students along with remedial opportunities in order to maximize each student's potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, and/or enrichment. Supplemental curriculum and resources include Bright Thinker Foundational Math and Reading Strategies; Breakthrough to Math, Ventures ESL, Challenger Adult Reading Series, ALEKS online math, CyberHigh Online Learning Solutions, educational videos, and modified curriculum.

### ***Meeting the Needs of Special Education Students***

In 2022–23, CAC served 10 students who qualified for special education; in 2023–24, that number increased to 11. Upon enrollment, CAC provides comparable services based on each student's existing, agreed-upon IEP. Services are delivered by credentialed special education staff or approved contracted providers. These may include speech and language therapy, counseling, vision and hearing screenings, and instructional support. Students receive accommodations and/or modifications aligned with their IEPs, whether they are working within the high school curriculum, alternative standards-based programs, or using remedial and supplemental materials across various school settings. CAC offers both paper-based and computer-assisted curriculum options to support students who cannot access the standard curriculum. Additional supports may include peer tutoring, assistive technology, and strength-based instructional planning and delivery to address each student's unique needs.

CAC also provides special education services to eligible adults incarcerated in an adult correctional facility. CAC works with the Incarcerated Person to determine whether the eligible adult requests to receive Free Appropriate Public Education (FAPE) and, if so, ensuring that the eligible adult student is provided FAPE pursuant to the IDEA and corresponding California regulations. CAC staff reviews and revises the individual's IEP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located.

CAC has consulted with, and works in cooperation with, staff from other SCCOE departments, local educational agencies (LEAs) and the North County Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) will be provided to all students with exceptional needs. CAC aligns practices and procedures with SCCOE's Special Education Program Policy Guide to support the same goal: maintain a high quality program delivery model that is fiscally sound and follows a fiscal allocation plan.



Agreements are negotiated to determine allocations of actual and excess costs, as well as CAC's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the CAC rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools. CAC is fiscally responsible for fair share of any encroachment on general funds

CAC has adopted SCCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. CAC administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices.

CAC functions as a dependent charter of the SCCOE local educational agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

#### **SELPA Membership**

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It is understood that CAC does not discriminate against any pupil in its admission criteria on the basis of disability.

CAC is considered a school of the Santa Cruz County Office of Education, (SCCOE) for the purposes of special education and forms part of the North Santa Cruz County SELPA.

**See Appendix 2 for North Santa Cruz County SELPA Handbook Chapter 15.1 on Charter Schools**

#### **CAC Responsibilities**

CAC will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the SCCOE or Santa Cruz County SELPA regional providers.

Services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Utilization of the county's comprehensive services to provide appropriate education services to all enrolled students
- Submission of all required reporting, filings, etc. to fully comply with the Santa Cruz

## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

### CHARTER RENEWAL 2025-2030

County SELPA and California Department of Education (CDE) requirements.

#### **Provisions for and Compliance of Special Education Services Referral**

CAC students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the CAC refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data are collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date is scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions are not warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments.

A formal request from a parent or adult student to assess a student for special education supersedes the SST process and CAC staff comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

#### **Special Education Programs and Services**

Upon enrollment of a student with an IEP, a representative from CAC staff meets with the student to review the student's current IEP, review transcripts and discuss course assignments. Special education English Learners' IEP goals reflect the individual student's linguistic objectives. The needs of special education students are met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.

- Special modifications and/or accommodations of curriculum or instruction, as specified in the student's IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Collaboration between CAC, the SCCOE and the Santa Cruz County SELPA to provide appropriate special education services.

**Interim Placement and Individual Education Plan (IEP) Development**

CAC follows all legal mandates outlined in the Individuals with Disabilities Education Act (IDEA) and its implementing regulations. When a student with an active IEP enrolls at CAC, they are provided with an interim special education placement. Within 30 days, a new IEP is developed using the Santa Cruz County SELPA forms. Following the interim placement, the IEP team—including staff and the student—may revise the IEP to establish appropriate goals and determine access to services available at CAC. If the student's needs cannot be adequately met within the CAC program, alternate placement options are considered.

The IEP team is composed of the student, and/or their requested representative[s], if applicable), a general education teacher, special education personnel who will be working with the student, and an administrative representative. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and frameworks. Progress is periodically monitored and written documentation of progress toward meeting annual goals are provided to the student as frequently as their general education counterparts (but no less than three times per year).

**Initial and Triennial Assessments**

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CAC generates a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. Although not legally required, CAC staff attempt to distribute written assessment reports to the student prior to the IEP meeting. In the event this is not feasible, CAC ensures copies of the reports are available at the meeting. CAC utilizes the Santa Cruz County web-based SELPA Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.

At least once every three years, a student is reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan is considered, and if the student qualifies, developed at the meeting.

**Identification of Bilingual Special Education Students**

Before a student whose native language is not English is referred for special education, their level of English proficiency is determined to ensure that limited language acquisition is not the cause of lower academic performance. Personnel who are fluent in the student's native language and familiar with their culture participate in the Student Support Team (SST) process and in the referral process for determining eligibility for special education. As required, students are assessed in their native language before being identified as having a disability. CAC evaluates students in their native language prior to making any special education eligibility decisions or providing services. In addition, students are offered evaluation plans and IEPs in their native language before providing informed consent.

**Dispute Resolution & Complaint Procedures**

The CAC's policy complies with applicable federal and state laws and regulations. Pursuant to this policy, including a Board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, , career technical and technical education training programs, childcare and development programs, and child nutrition program.

Students also have the right to file a complaint with the county and/or the California State Department of Education.

**Please see Appendix 4 for the SCCOE Uniform Complaint Procedure**

***Transferability of High School Courses***

Upon enrollment, students are notified by CAC of the acceptability of credit for transferring

into or out of CAC.

***Career and College Pathway Efforts***

CAC partners with other entities, such as Career and Adult Learning Services (CALS) Adult Career Technical Education (CTE), to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and low income youth that are not enrolled in school or participating in the labor market.

***Professional Development***

CAC educators participate in meaningful staff development that centers on both content areas and appropriate strategies for teaching in adult environments. Topics for professional development may include: managing an adult classroom, working with English Learners, differentiating instruction, the Common Core State Standards, technology in the classroom, and content-specific topics.

***New Staff Orientation, Training and Support***

New staff members are encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

***Professional Development Plan***

CAC teachers are provided professional development opportunities geared toward individual experiences as well as site experiences which provide growth to the staff member(s). A catalogue of professional opportunities for learning will be available for CAC staff from which a site or individual can choose for their growth.

CAC provides: a rigorous curriculum that is adaptable to each student's individual needs, small school programs in multiple, highly accessible locations throughout Santa Cruz County, and highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed care.

The CAC leadership team believes that knowledge of the impact of chronic and severe traumatic stress is a key component to a comprehensive professional development plan that prepares educators to engage and empower our student population.

***Motivating Adult Learners***

Motivating adult learners in high school diploma programs requires a supportive, flexible, and goal-oriented approach. Many adult students balance work, family, and other responsibilities, so providing personalized learning paths and clear connections to career and life goals can enhance engagement. Encouraging a growth mindset, celebrating small achievements, and offering mentorship or peer support networks help build confidence and persistence. Flexible scheduling, self-paced options, and real-world applications of coursework make learning more accessible and

relevant. Building a sense of community within the program also fosters motivation, as students feel supported in their journey toward earning a diploma and advancing their future.

### ***Mindset***

The concept of developing a growth mindset comes from the research of Stanford psychologist Carol Dweck, who has spent decades studying achievement and success. At CAC, staff are trained to understand and apply this concept in their own work and to support students in doing the same—because it truly makes a difference.

In a fixed mindset, people believe their basic qualities, like intelligence or talent, are fixed traits. For many CAC students, this can translate into seeing themselves only as dropouts—an identity reinforced by years of negative messaging. With this mindset, students may assume that talent alone leads to success and that effort is irrelevant. Participation in the CAC program challenges that belief.

In contrast, a growth mindset is the belief that abilities can be developed through dedication and hard work. Intelligence and talent are just the starting point. This mindset fosters a love of learning and the resilience needed for long-term success. Research shows that individuals who embrace a growth mindset are more likely to achieve their goals, whether in education, business, sports, or personal relationships.

CAC staff are trained not only to cultivate their own growth mindset but also to model and encourage it in the students they serve. By doing so, they help shift students' perceptions of themselves and their potential.

### ***Description of how Curriculum Aligns to Student Performance Standards***

The standards-based curriculum at CAC is designed to prepare students for fulfilling lives in the global economy of the 21st century, with a strong emphasis on real-life skills that are transferable to both the workforce and higher education. Through partnerships between students, schools, businesses, and the broader community—and with a focus on a highly relevant, research-based curriculum applied to real-world situations—CAC supports students in becoming lifelong learners and active contributors to society.

The core academic curriculum emphasizes intellectual development and supports students in building proficiency in literacy and numeracy. Instruction is aligned with the California State Standards (CSS), the Next Generation Science Standards (NGSS), and Career Technical Education (CTE) Standards. The instructional model is theme-centered, integrated, interdisciplinary, problem-focused, and project-based, ensuring that students graduate college- and career-ready.

Core subject areas—including reading/language arts, mathematics, science, and social studies—are fully aligned with the CSS, NGSS, and the California History-Social Science Content

Standards. Upon graduation, CAC students demonstrate the following competencies:

***English/Language Arts***

With the implementation of the Common Core–aligned Bright Thinker curriculum, students develop strong reading skills in both informational and literary texts. They learn to write from sources, engage in active listening and speaking, and demonstrate research and presentation skills across multiple forms of expression—including written, oral, and multimedia formats—using communication styles appropriate to various settings and audiences. Through regular practice with complex texts and academic vocabulary, students build knowledge, deepen comprehension, and critically interpret a wide range of informational and literary materials.

***Mathematics***

Students develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical processes and concepts from the CCSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability.

***Science***

Students use scientific research and inquiry methods to understand and apply key concepts across multiple strands of science, including physical science, life science, earth and space science, environmental science, and science as inquiry. They investigate current scientific events related to their studies and present their findings creatively, enabling peers to learn and apply the knowledge as well. Students explore real-world issues through hands-on and virtual labs, engage in inquiry-based learning, and reflect on and summarize their understanding.

The integration of the three dimensions of the Next Generation Science Standards (NGSS)—scientific practices, crosscutting concepts, and disciplinary core ideas—provides students with a deeper context for understanding scientific content, how scientific knowledge is developed, and how different scientific disciplines are interconnected.

***History/Social Studies***

Students develop and apply civic, historical, economic, and geographical knowledge to actively participate in today’s diverse society, both in the workplace and in educational settings. They use essential skills such as reading comprehension, critical thinking, problem solving, analysis, and effective use of technology. Historical concepts are explored through domain-specific informational texts, with an emphasis on learning from the texts rather than simply referencing them. Students build academic vocabulary while engaging with complex materials and apply their knowledge through real-world projects that connect to their lives in the 21st century.

Assignments align with state standards, allowing students and teachers to track mastery of specific standards across content areas. Students graduate from CAC with a strong academic foundation in literacy and presentation skills, along with marketable career and technical skills, increased academic confidence, and a high school diploma. The program’s impact is reflected in



its ability to significantly improve students' career opportunities and overall quality of life.

### **Local Control and Accountability Plan (LCAP)**

The following annual goals and actions are implemented and further detailed in CAC's 2024–2027 Local Control and Accountability Plan (LCAP), which is submitted annually and may be revised or reorganized as needed. CAC recognizes that the majority of its students are likely to be socioeconomically disadvantaged, and goals and actions are developed to address the specific needs of this subgroup. All goals and actions—both current and in future LCAPs—reflect applicable laws and regulations for charter schools, which allow for added flexibility in several of the state priority areas.

**Goal 1:** Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.

### **Identified Needs**

This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.

**State Priorities:** 1,2,4,5,6,7,8

### **Metrics**

1. CA School Dashboard Graduation Rate
2. Post-Secondary Transition Rate
3. CASAS EFL (Educational Functioning Gains)



4. Percent of students earning 45 or more credits per year
5. Percent of students earning a HSD or HSE annually

**Goal 2:** The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.

#### Identified need

There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.

**State Priorities:** 3, 4, 5, 6, 8

#### Metrics

1. Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities
2. Career and Transition Services/Counseling Received
3. Post-secondary education placement
4. Number of students co-enrolled at the Community College or Technical Training

**Goal 3:** The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.

#### Identified Need

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meet student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

**State Priorities:** 3, 4, 5, 6, 7, 8

**Metrics**

1. Student Enrollment
2. Average Daily Attendance
3. Persistence Data - Students continuously enrolled for at least one semester
4. Student Survey Data - Program Satisfaction
5. Student Survey Data - Engagement

**MATERIAL REVISION TO CHARTER EDUCATIONAL PROGRAM**

As part of this charter renewal, the material revisions reflect the continued growth and evolution of our school in response to student needs and community priorities. These revisions center on these key areas: the expansion of courses and programs to provide more comprehensive and relevant educational opportunities; a significant increase in the number of students served, demonstrating growing demand and impact; a notable increase in facility space designed to support our expanding student body and enhance the overall learning environment, and shifting eligibility from 17 to 18 years of age to better align with our program model for adult learners. Together, these changes represent our commitment to continuous improvement and long-term sustainability.

**Courses and Program Expansion**

Since its inception, the CAC has offered students a flexible and supportive pathway to earn their high school diploma. The program continues to use a blended instructional model that combines direct instruction with online learning, and remains rooted in personalized, adaptable learning plans that meet students where they are. The core approach has remained consistent with a focus on relationship-building, skill development, and academic achievement. However, the program has evolved to better meet the unique needs and goals of adult students.

One of the most significant changes to the program is the intentional shift in curriculum. While the CAC initially used many of the same materials as the SCCOE Alternative Education program, the school has since adopted curricula that is specifically designed for adult learners, including resources used by the Adult Education Consortium. These materials are more developmentally appropriate and better aligned with the needs of adult students returning to school after time away from formal education.

The school continues to offer Career Technical Education opportunities in the Building and Construction Trades and Hospitality sectors, but with a broader focus on preparing students for a variety of post-secondary transitions. This includes workforce readiness, enrollment in community college or vocational training, and increased civic engagement. Digital Literacy has been added as

a key instructional focus, ensuring that students are prepared to navigate the modern workplace and educational environments. Students are encouraged to co-enroll in CTE programs at the community college as well as with the County Office of Education.

In addition, CAC has strengthened its support for Spanish-speaking students through a partnership with the Mexican Consulate and the Watsonville Public Library to offer *Plazas Comunitarias*, a Spanish literacy program. Online learning options have also expanded significantly, now including a full A-G approved curriculum, Bright Thinker, and Spanish-language access to core social studies courses with the use of CyberHigh. Throughout these changes, the program has maintained its commitment to soft skills development—helping students build confidence, communication, and professionalism to support their personal and career goals.

### **Program Expansion (Facilities and Student Enrollment)**

The original charter petition included 5 locations; Santa Cruz County Office of Education, Sequoia Schools, Rountree Facility, Main Jail, and Natural Bridges High School. All of these sites are still operational, with the exception of Natural Bridges, an Alternative Education school site that closed in 2022. In partnership with the Sheriff’s Office and Santa Cruz County Adult Probation, the CAC now offers programming at an additional locked facility, Blaine Street Women’s Facility, and at both Probation Success Centers in downtown Santa Cruz and in Watsonville. These three sites serve a relatively small number (15-20) of students annually and attrition rates are high due to the transitional nature of the facilities.

<b>Date Opened</b>	<b>Location</b>	<b>Address</b>
Fall 2017 - closed spring 2022	Natural Bridges High School	313 Swift St., Santa Cruz CA 95060
Fall 2018 anticipated location did not open (no plans to open)	Cabrillo College Location removed from Charter	6500 Soquel Dr, Aptos CA 95003
Fall 2017 - present	Rountree Medium Facility	90 Rountree Ln., Watsonville, CA 95076
Fall 2017 - present	SC Main Jail	259 Water St., Santa Cruz, CA 95060
Fall 2017 - present	Santa Cruz COE - Annex	399 Encinal St., Santa Cruz CA 95060
Fall 2017 - present	Santa Cruz COE, Administrative Offices	400 Encinal St., Santa Cruz CA 95060
Fall 2017 - present	Sequoia Schools	229 Green Valley Rd., Freedom, CA 95019
Fall 2018 - closed 9/2021 and re-opened May 2023	Blaine Street Women’s Facility	141 Blaine St, Santa Cruz, CA. 95060
May 2019 - present	Probation Success Center North	303 Water St, Santa Cruz, CA 95060
September 2022 - present	Probation Success Center	2007 Freedom Blvd, Freedom, CA

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025-2030

	South	95019
Fall 2025 - anticipated	COE South Site*	119 West Beach St, Watsonville CA 95076

The initial enrollment projections and anticipated ADA for community based programming were expected to increase over the five year period, with enrollment in the locked facilities staying relatively stable. The CAC consistently serves approximately 45-50 students year around in all three locations (Blaine Street, Main Jail, and Rountree), demonstrating that the initial enrollment assumptions in the locked facilities have increased only slightly. However, our current total enrollment was reported at 330 for the LCAP mid-year report, with an ADA of 208 at P2. This growth is primarily due to the rising enrollment at our community-based locations, which have expanded beyond initial projections while enrollment in the locked facilities has remained relatively stable.

### *Projections from original Charter Petition*

Enrollment Assumptions	2017-18			2018-19			2019-20 2020-21 2021-22		
	RT/Jail	Seq	Total	RT/Jail/BI	Seq/CAB	Total	RT/Jail/BI	Seq/CAB/NB	Total
<b>Enrollment</b>	43	42	85	43	84	127	43	168	211
<b>ADA %</b>	66%	66%	66%	66%	66%	66%	66%	66%	66%
<b>Total ADA</b>	28.38	27.72	56.1	28.38	55.44	83.82	28.38	110.88	139.26
RT=Rountree Facility, Jail=Main Jail Facility, Seq=Sequoia School, CAB=Cabrillo, BI=Blain St., NB=Natural Bridges School									

Since 2022, the program has expanded to meet the demand of adult students wanting to earn a high school diploma. We believe this is due to numerous reasons, including but not limited to; the reputation of the CAC being a welcoming and supportive environment for adult students to earn their high school diploma, word of mouth referrals between adult students' friends and family members, the impact of COVID-19 on young adults who were not successful with the online shift during the pandemic years, and the ongoing outreach by our transition specialists and community organizer to students and community partners. To meet the needs of our students we have increased our staff and added locations. We currently provide CAC services at the Probation Centers North and South in response to a request from Probation, as part of a collaborative effort to support adult learners in meeting their educational goals and improving their opportunities for re-entry success. We anticipate the new building at 119 Beach Street in downtown Watsonville will provide an easily accessible and convenient location for adult students on that side of town, as transportation is a challenge for many of our students. This location is within walking distance of the main Metro bus station and the Cabrillo College Watsonville location.

# SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

## CHARTER RENEWAL 2025 - 2030

<b>LCAP Enrollment Numbers</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Total Enrollment Includes all student registrations, including exited students (PowerSchool, local Student Information System)	271	320	361	330* <i>at mid-year LCAP report</i>
ADA	117.59	137.98	155.41	208 (P2)

From CAC LCAP 2024-2027

<b>Metric</b>	<b>Baseline (23/24)</b>	<b>Year 1 (24/25) Outcome</b>	<b>Year 2 (25/26) Outcome</b>	<b>Target for Year 3 (26/27) Outcome</b>
Enrollment	361	TBD at end of school year	TBD	400
Average Daily Attendance	155	208		185

The table above shows that we are exceeding our initial enrollment projections captured in the most recent (2024-2027) Local Control Accountability Plan. As this plan is updated annually, it will reflect for the community the current numbers and a plan for how the CAC will continue to provide a high quality educational experience for adult learners. The new 119 West Beach location will be the primary location to serve the increased student population.

Enrollment in our charter program has more than doubled, exceeding our original authorization. This growth is a direct response to increased community need and demand for accessible educational pathways, particularly for adult learners who face barriers to traditional schooling. Because our students are adults, this increase does not impact class size requirements or facilities in the same way a traditional K–12 program would. Our instructional model and staffing levels are designed to flexibly support adult education, and we are confident in our ability to maintain compliance with all state regulations, including those related to curriculum, credentialing, and ADA reporting. The increase in enrollment enhances our ability to serve a broader segment of the population, furthering our mission without compromising program quality or oversight.

The Career Advancement Charter (CAC) provides a vital educational pathway for adult learners who might otherwise never return to complete their high school education. By serving a population that is often overlooked—adults without a diploma who face barriers to re-entry into traditional systems—CAC helps close opportunity gaps and fosters greater equity within our community. The program’s flexible scheduling, personalized learning plans, and lower student-to-teacher ratios allow staff to build meaningful relationships and provide consistent,

direct support tailored to each learner's goals. Many of our students come to us after exhausting other options; what makes CAC unique is our ability to meet them with empathy, adaptability, and high expectations. The positive ripple effect of diploma completion is felt far beyond the classroom: students gain access to better jobs, post-secondary education, and greater self-sufficiency. In turn, the broader community benefits from a more educated workforce, increased civic engagement, and reduced reliance on social services. CAC is not just a school—it is a bridge to renewed opportunity and long-term community wellbeing.

### **Required Age of Students**

Since the original charter petition, the Career Advancement Charter (CAC) has refined its enrollment criteria to focus exclusively on serving adult students—those who are 18 years of age or older—who have not yet earned a high school diploma. This change reflects a thoughtful alignment with the broader educational services offered within the Santa Cruz County Office of Education (SCCOE) and is intended to ensure that students are placed in the program best suited to meet their individual academic and developmental needs.

The decision to remove 17-year-olds from CAC eligibility was made in recognition of the robust support already available to that age group within SCCOE's Alternative Education programs. These programs are well-equipped to provide 17-year-old students with a variety of structured, relationship-centered, and engaging educational options, especially when a traditional comprehensive high school setting is not a good fit. This ensures that younger students continue to receive the specialized support they need in environments designed for their stage of development.

By narrowing the age range to serve only adult learners, CAC is better able to tailor its curriculum, scheduling, and instructional strategies to the unique needs of an adult population. The program is specifically designed for those returning to education after time away, often balancing school with work, family, or other responsibilities. This shift allows CAC to maintain its focus on high school diploma completion for adults while supporting transitions to the workforce, community college, and other post-secondary pathways.

### **Evolution of the Program**

While the Career Advancement Charter (CAC) continues to implement the core mission and vision outlined in the original charter petition, there have been a few notable shifts in practice to better align with the evolving needs of our students. One key change is a reduced emphasis on providing direct work-based learning experiences within the program. Instead, CAC has strengthened its partnerships with community-based organizations—such as the Sueños workforce development program and the Department of Rehabilitation—to refer students who are seeking hands-on employment training or job placement services. This approach allows us to focus our internal resources on academic and personal development, while still connecting students to valuable

external supports that align with their individual goals.

Additionally, while the original petition emphasized college readiness and a college-going culture, CAC has broadened its post-secondary focus to include a wider range of outcomes. This includes support for students entering or advancing in the workforce, enrolling in community college or vocational training, and participating in civic or community engagement. Another area of the original petition that has not been fully implemented is the use of a formalized portfolio assessment system. While some portfolio-based practices exist among individual teachers, the approach has not been systematized across the school. This gap is currently being addressed through our WASC accreditation process, with the development of a schoolwide exit portfolio identified as a key action item. The goal is to create a structured, meaningful tool—with rubrics, assessments, and student input—that will help learners demonstrate their growth and prepare for their next academic or professional step.

These intentional adjustments reflect the CAC’s commitment to remaining responsive to the needs of its adult learners while staying aligned with the broader mission of supporting high school diploma completion and successful post-secondary transitions. These changes are not a departure from the school’s vision but rather a strategic evolution that ensures the program remains relevant, impactful, and student-centered.

**ELEMENT B: Measurable Student Outcomes**

**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.*

*The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

**CAC Student Outcomes****Expected Measurable Outcomes**

Progress towards meeting this goal is measured by the following metrics:

- The percentage of students who earn their high school diploma will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who make more than a year's worth of progress (50 or more credits) will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who earn industry certification will increase by 5% every year from a baseline of 2024-2025.
- The percentage of students who score 236 or higher on the CASAS reading and math will increase by 5% every year from a baseline of 2024-2025.
- Increase the percentage of students that report in an annual survey that staff is "caring and supportive" by 3% every year from a baseline of 2024-2025.

The CAC will improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited California high school diploma. All courses and curriculum utilized by CAC will be aligned with California State Standards and its teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

Highly qualified, subject-certified teachers and their paraprofessional assistants are physically present in the classroom to help students work both online and offline to complete their courses. Students submit work through the learning management system or in the classroom utilizing interactive and engaging real-world assignments and tasks, where teachers access it, review it, and then report grades. The face-to-face staff provide synchronous, as-needed help and instruction to complement the online learning components.



***LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups***

CAC observes and meets the state priorities listed in *Education Code Sections 52060 and 52066*. The CAC program complies with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals are established for each group in the following areas:

**A. Conditions of Learning:**

- Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**B. Pupil Outcomes:**

- **Pupil achievement:** performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

- **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils and staff on the sense of safety and school connectedness. (Priority 6)

CAC prepares students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. CAC operates as a charter school under the authorization of the Santa Cruz County Board of Education, as a unique public school with the following overarching goals:

- To provide students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- To reach students who have “dropped out,” and are not currently enrolled in any school, or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- To educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning and/or who are credit deficient.
- To increase student learning and academic performance.
- To provide students with alternative methods to master core content standards.
- To foster rigorous learning experiences aligned to state standards.
- To increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- To stimulate students’ natural interests and curiosity.
- To develop learners who are self-motivated.
- To support students in identification of life and career goals and assist transition into employment.

CAC is accountable for meeting these goals and achieving measurable pupil outcomes through a performance based system.

***School Exit Outcomes and Performance Goals***

1. Individual Student Growth Results will demonstrate accelerated learning in reading.
  - The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.
2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.
  - The percentage of students demonstrating accelerated growth in mathematical skills will trend up over the term of the charter.
3. An evaluation of individual student writing skills will demonstrate improvement over time.
  - Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.
4. The CAC graduation rate will be captured annually to most accurately compare with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.
5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
  - Staff will use the National Student Clearinghouse data to gather college data.
  - Staff will encourage student participation in an alumni program to gather these data.
  - Success metrics will include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.
6. Students will be evaluated by a local survey to measure engagement, school connectedness, and overall well-being, measures of non-cognitive efforts to predict student success in academics and general youth development settings.

All of the outcomes and goals described previously align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through assessments that provide relevant academic growth information to each and every individual

student. CAC adheres to California public high school graduation requirements and prepares students for the accomplishment of the California State Standards.

CAC uses a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. CAC teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments also prepare students for the California Assessment of Student Performance and Progress (CAASPP) where appropriate.

CAC improves student academic knowledge and guides students with an educational plan that results in completing all course criteria to qualify them to obtain a high school diploma. All courses and curriculum materials employed by CAC follow state adopted guidelines and teaching staff meet California Commission on Teacher Credentialing (CCTC) requirements.

Any modification of these outcomes or expectations will be submitted to the Santa Cruz County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

## ELEMENT C: Measuring Student Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

### *Methods of Assessment*

To measure the progress of the students at Career Advancement Charter (CAC) and to ensure that the goals of the charter are being met, CAC adheres to statewide standards with mandated standardized tests and utilizes additional CAC Charter School performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the CAC School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches are included in the school's measurement of outcomes:

- CASAS (Comprehensive Adult Student Assessment Systems) is used to assess the relevant real-world basic skills of adult learners. CASAS measures basic skills and the English language and literacy skills needed to function effectively at work and in life. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area. Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts. The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish. Student Performance Level (SPL) designations are provided for the ESL levels. The SPLs were developed through the Center for Applied Linguistics for the National Mainstream English Language Training Project. They provide general descriptions of adult ESL learners' ability in two areas of language proficiency: language/oral communication and reading/writing at a range of levels.

- Curriculum-Embedded Standards-Based Formative and Summative Assessments: locally developed tests, designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students are assessed individually after each unit, module/course.
- Teachers chart and use assessment/test results as an ongoing guide to student instructional needs to enhance student progress. In order to address the skills needed for success, assessments will be developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
- Teachers also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels will be a natural and cohesive part of all curriculum and instruction regardless of content area. These levels will also be in alignment with the California state standards.
- Portfolio Assessment: Portfolios are be divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated technologies are at the core of these portfolios to help prepare our students for the competitive 21<sup>st</sup> century job market. Students may present their portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

### ***Use and Reporting of Data***

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in CAC. CAC utilizes the data to identify areas for improvement in the educational program. The Charter develops an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality
- A summary of major decisions and policies established during the year, data on the level of

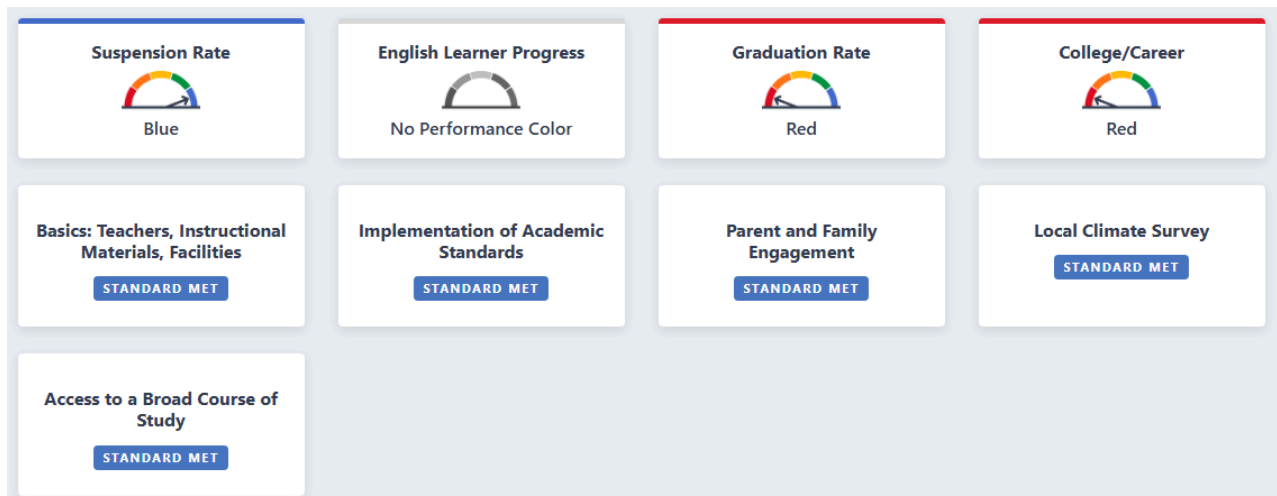
student involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual student satisfaction survey

- Data regarding the number of staff working at the CAC and their qualifications
- A copy of the charter's health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the charter implemented the means listed in the Charter to achieve a racially and ethnically balanced student population
- An overview of the charter's admissions practices during the year and data regarding the number of students enrolled and the number on waiting lists
- Analyses of the effectiveness of the charter's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the CAC relative to compliance with the terms of the petition.

CAC uses the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual CAC performance information is shared with students, families, and public agencies as appropriate.

### 2024 California Dashboard Performance

The California School Dashboard is an online tool designed to provide students, caregivers, educators, and the public with a comprehensive view of school and district performance across various metrics. When reviewing the California Dashboard metrics, CAC is rated blue for suspension rate, indicating strong performance in this area, but red for graduation rate and college and career readiness, signaling significant areas for improvement.



Source: <https://www.caschooldashboard.org/>

The California School Dashboard is not a fully appropriate or effective tool for evaluating non-classroom-based (NCB) charter schools that serve adult learners, such as the CAC. Designed primarily for traditional TK–12 classroom settings, the Dashboard relies on metrics that don't always align with the goals or realities of adult education. For instance, measures like chronic absenteeism and suspension rates are not particularly meaningful in flexible, independent study models where adults may be balancing school with work, caregiving, or other responsibilities. Similarly, indicators like graduation rate or college and career readiness are based on cohort models and traditional high school pathways, which may not reflect the diverse reasons adult students enroll—such as earning a GED, completing specific credits, gaining job skills, or improving English literacy. However, while the CAC does utilize alternate metrics, the CAC student data as measured by the California School Dashboard necessitates a clear plan for improvement in the specific areas of Graduation Rate, College and Career Readiness, and Chronic Absenteeism.

**Improving Graduation Rate:**

The CAC Graduation rate for 2024 is 29.2% on the [California School Dashboard](#). To improve graduation rates, the CAC implements a proactive academic support system that includes individualized learning plans, regular progress monitoring, and increased access to tutoring and mentoring. Every student meets with the Community Organizer or Transition Specialist upon enrollment to create a customized graduation plan that outlines required coursework and timelines. Instructors collaborate with support staff to identify students needing more support and offer targeted interventions, such as academic workshops and credit recovery options. Flexible course scheduling, including evening and online classes, accommodates working adults and parents, ensuring that external responsibilities do not become a barrier to completion.

**Enhancing College and Career Readiness:**

Currently, the [California School Dashboard](#) shows that zero CAC students are considered “Prepared” on the College and Career Indicator (CCI). It is important to note that this designation is based on a set of metrics—such as performance on CAASPP, AP, or IB exams, completion of A-G pathways, and multiple successfully completed community college courses—that do not align with the educational experiences or pathways of most CAC students. CAC students are all classified as 12th graders and do not participate in state testing (such as CAASPP), and the school does not currently offer AP or IB coursework due to its focus on diploma recovery and flexible, personalized scheduling.

While many CAC students do engage in post-secondary coursework, including community college classes, these achievements may not be reflected in CCI data due to reporting limitations or the structure of how dual enrollment is tracked for adult learners. This discrepancy may contribute to an underrepresentation of student success on the Dashboard. The school is actively working to improve data collection and reporting processes in collaboration with our partners to ensure that



student progress and accomplishments are more accurately reflected in future accountability measures. The CAC strengthens college and career readiness by integrating career exploration, postsecondary transition support, and real-world skill development into the curriculum. Career counseling is embedded throughout the student experience, including resume writing workshops, mock interviews, and goal-setting sessions. Instruction is aligned with essential workplace competencies, such as digital literacy, communication, and critical thinking, to ensure students are prepared for both college and the workforce.

**Reducing Chronic Absenteeism:**

The 23-24 chronic absenteeism rate according to [DataQuest](#) for CAC students is .4%. To reduce chronic absenteeism, the CAC implements a multi-tiered system of supports focused on building strong relationships, identifying barriers, and increasing student engagement. Every student is assigned a dedicated staff advocate who checks in regularly to address attendance challenges and connect students with community resources like childcare, transportation, and mental health services. We use attendance data to identify patterns and respond quickly with personalized outreach and support. In addition, we foster a positive school culture by celebrating attendance milestones, creating a welcoming and inclusive environment, and offering incentives for consistent participation. We reinforce the value of daily attendance through student orientation, ongoing messaging, and collaboration with families.

In addition, many adult-serving NCB charters face challenges with data suppression due to small enrollment numbers or rolling admissions, which can further distort the usefulness of Dashboard indicators. These schools often serve highly marginalized populations and measure success through persistence, credit recovery, skill gains, and workforce outcomes—factors not currently captured by the Dashboard.

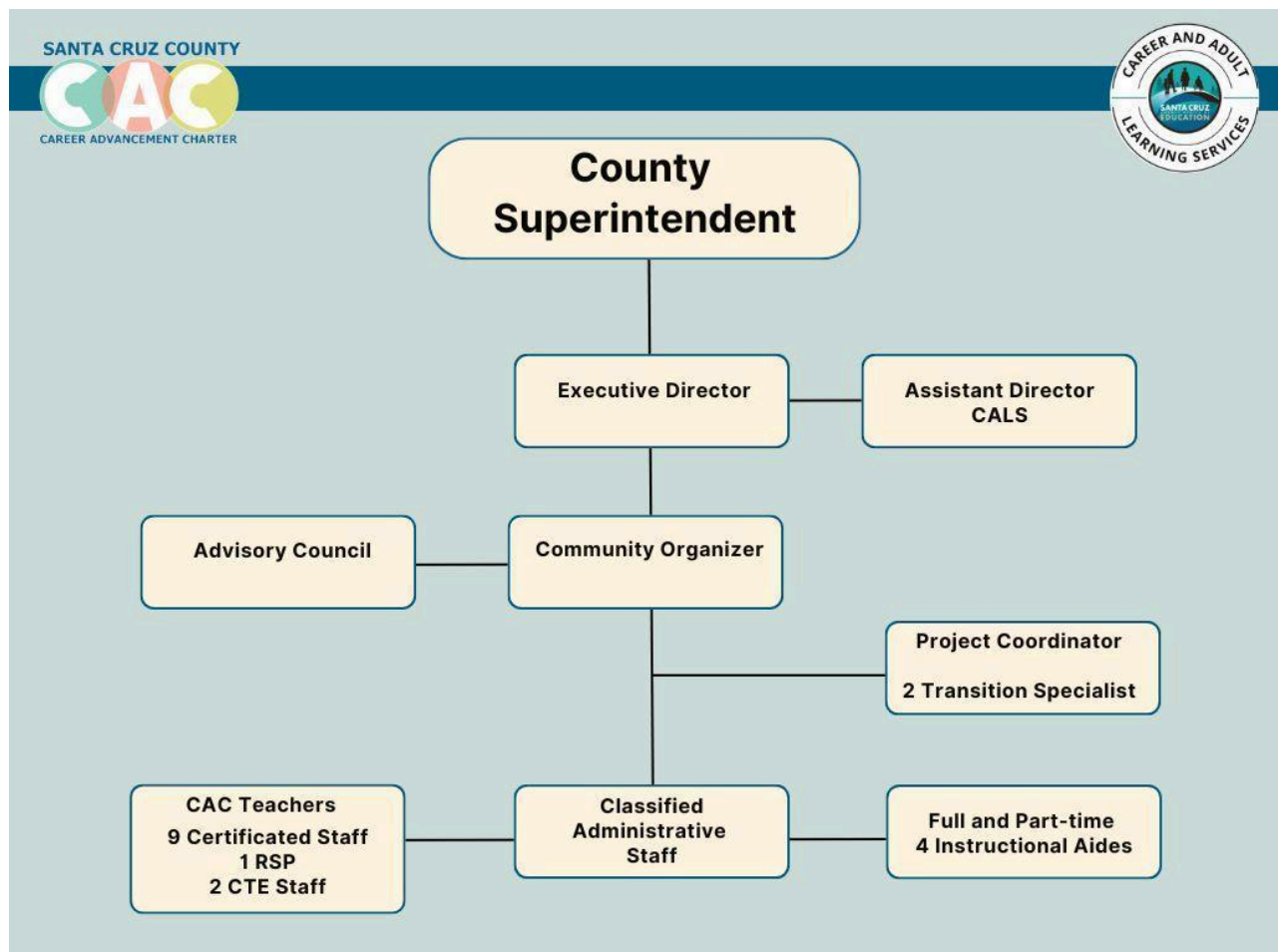
For these reasons, a more accurate and equitable evaluation would incorporate locally defined indicators aligned with the school's mission, such as credit accumulation, GED completion, CTE certification, or employment outcomes. Accreditation processes like those conducted by WASC, which consider program quality and adult learner success, also provide a more holistic picture. In summary, while the CA Dashboard may offer limited insight, it should not be relied upon as the primary accountability measure for non-classroom-based charter schools serving adult learners. A more nuanced and customized framework is necessary to reflect the unique needs and achievements of this student population.

## ELEMENT D: Governance Structure of School

**Governing Law:** The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Career Advancement Charter (CAC) is a dependent public charter school authorized by the Santa Cruz County Board of Education and administered by the Santa Cruz County Superintendent of Schools through the Santa Cruz County Office of Education (SCCOE). CAC is non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Through its role of long-range policy development and other critical functions and responsibilities, the Santa Cruz County Office Board of Education works with the Santa Cruz County Superintendent of Schools to offer the most effective educational programs and services available.



## SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

### CHARTER RENEWAL 2025 - 2030

The Santa Cruz County Board of Education retains roles and responsibilities as defined in Education Code 1040 – 1047 for the Career Advancement Charter.

CAC follows applicable policies set forth by the Santa Cruz County Board of Education and the administrative regulations set by the Santa Cruz County Superintendent of Schools. CAC complies with all applicable federal laws, and state and local laws that are applicable to public charter schools.

#### **Conflict of Interest Regulations**

CAC is fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code 1090.

#### **Advisory Council**

The Charter Advisory Council was established to ensure the school program is aligned to the charter elements, the Local Control Accountability Plan (LCAP) goals and action/strategies. The Charter Advisory Council reviews and approves the LCAP, monitors its implementation, and evaluates the effectiveness of the planned activities annually. The CAC Advisory Council (AC) makes recommendations to the County Superintendent on design and other pertinent requirements of the operations of the school. The AC consists of the Community Organizer, Executive Director, 2 students, 2 teachers, 1 other staff, and 2 community members who are representative of all CAC sites/locations. Other collaborating partners include; Adult Probation, law enforcement, Cabrillo College, Workforce Development Board, Salud Para La Gente, business partners and other dedicated partners.

The Charter Advisory Council meets quarterly and provides input to the Santa Cruz County Superintendent of Schools on general school issues, policies, and other charter school interests and activities.

#### **School Site Council**

The School Site Council is an advisory group to the administration. As required by California Education Code 52852, the School Site Council will be constituted to ensure parity between (A) the administration, classroom teachers, and other school personnel; and (B) an equal number of students, or other community members selected by pupils. The School Site Council may make recommendations about issues related to CAC and participate in reviewing community concerns and opportunities. The Principal/Executive Director is responsible for communicating all School Site Council recommendations to the Santa Cruz County Superintendent of Schools.

#### **Student Engagement**

Student and community involvement in the operation of the school is an integral factor in ensuring that CAC addresses the needs, concerns and expectations of the families and

communities of our students.

**English Learner Advisory Committee**

Since the CAC enrolls more than 20 multilingual learner students, an English Learner Advisory Committee (ELAC) is established. The ELAC consists of students, staff, and community members designated to advise CAC on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

**Teacher/Student Agreements**

CAC utilizes a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. The Teacher/Student Contract:

- Requires students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Requires students to complete all class work and homework the teacher assigns
- Requires teachers to correct and return student assignments with useful comments in a timely manner
- Requires all students to follow the Student Conduct Code and all rules of the program in which they are co-participating
- Requires students and teachers to attend all student-teacher conferences as scheduled by the teacher and/or student
- Requires students and teachers to follow all rules and procedures as approved by the Santa Cruz County Office of Education

**Role of the Chartering Authority**

As the chartering authority, the Santa Cruz County Board of Education is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Santa Cruz County Board of Education is responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

**Legal Organization of the School**

CAC operates as a dependent public charter school of the Santa Cruz County Office of Education (SCCOE). CAC maintains an agreement with the SCCOE for providing business and administrative

services. The County Office provides personnel, accounting, and payroll services to CAC.

## **ELEMENT E: Employee Qualifications**

**Governing Law:** *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Career Advancement Charter (CAC) School recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non- instructional support capacities who believe in the instructional philosophy outlined in its vision statement.

In accordance with Education Code 47605(d) (1), CAC shall be nonsectarian in its employment practices and all other operations. CAC shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All CAC teachers must meet the requirements of state and federal law. Possession of an appropriate California Teaching Credential, Multiple or Single Subject; Must have EL Authorization. Must have possession of a valid Class C California Driver's License; insured by a valid liability carrier. All teachers must be Every Student Succeeds Act (ESSA) compliant in core areas (English, Math, Science, Social Science) or willing to obtain appropriate certification. As CAC is a charter under the authority of the Santa Cruz County Board of Education, teachers abide by the same requirements as all teachers employed by the Santa Cruz County Office of Education (SCCOE). English Learners are served by credentialed teachers holding a Cross-cultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as SCCOE employees. Agencies and organizations may provide services to CAC through contracts. All CAC staff are evaluated with the appropriate SCCOE evaluation forms and process for their classification (i.e. Certificated Management, Certificated Teacher, and Classified evaluation).

CAC acknowledges: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. All CAC instructional staff, including certificated teachers and classified instructional paraprofessionals, are effective and compliant with federal Every Student Succeeds Act (ESSA) requirements.

Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. The staff at CAC are provided professional development

that is ongoing, experiential, collaborative, and connected to and derived from our vision, mission, and school goals.

All CAC employees possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the SCCOE. These criteria are further described in the remainder of this section. CAC maintains current copies of all teacher credentials, and they are readily available for inspection and monitoring. CAC complies with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and ESSA guidelines.

All CAC employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

#### ***Procedures for Background Checks***

Employees and contractors of CAC are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director shall monitor compliance with this policy and report to the County Superintendent of Schools on a regular basis. As the employer, the County Superintendent of Schools monitors the fingerprinting and background clearance of the Executive Director. Volunteers who volunteer outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at CAC:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which are maintained by administration in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential

- Cover letter
- Resume
- Complete W-4 and DE-4 Income Tax forms
- Proof of Tuberculosis clearance

**The following positions are employed at CAC:**

***Executive Director***

The Executive Director is responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the CAC at all sites. The Executive Director is supervised by and receives guidance from the County Superintendent of Schools. The Executive Director is responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership. These responsibilities include maintaining budgetary oversight; complying with local, state and federal regulations; supervising assigned staff; establishing appropriate relationships with the community and other agencies; and ensuring an effective program of student education.

***CTE Teacher***

The Career Technical Education teachers perform the primary role of a leader of learning in the assigned position. The CTE courses are designed to develop the knowledge and skills of various occupations and their presentation to outside audiences as used in an employment setting. The CTE Teachers provide group and individual instruction utilizing the most effective teaching strategies, activities, aides and equipment.

***Academic Teacher***

CAC Teachers are responsible for providing general education (core academic subjects) and special education instructional services for students (special education and regular education) ages 18 and older who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and process new students in accordance with requirements. These positions may provide lead support to instructional aides and are under the general supervision of the Executive Director for day-to-day operations and program implementation and a special education teacher for guidance regarding IDEA regulations/compliance.

***Counselor***

The counselor provides all aspects of counseling and guidance services to students, including supplemental academic intervention services to support students. The counselor also provides information to students, teachers, and administrators in order to promote a comprehensive

decision-making process for the achievement of student educational objectives.

***Instructional Aide***

Instructional Aides assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students.

***Administrative Assistant***

The Administrative Assistant performs a wide variety of clerical and office functions. Under general supervision, employees in this classification perform a variety of responsible administrative support duties in support of an administrator and provide general information and assistance to faculty, staff, students, and the general public.

***Transition Specialist/Project Specialist***

The Transition Specialist plays a crucial role in helping adult learners move successfully from their educational programs into postsecondary education, career training, or the workforce. Their main goal is to remove barriers that might prevent students from achieving their career or educational aspirations.

***Community Organizer***

The Community Organizer plays a key role in engaging and mobilizing communities to improve access to educational opportunities, advocate for adult learners, and create support networks that enhance student success. They act as a bridge between students, institutions, and the broader community to remove barriers and promote lifelong learning. The Community Organizer is often the first point of student contact and is critical for student recruitment and retention.



**ELEMENT F: Health and Safety Procedures**

**Governing Law:** *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

Career Advancement Charter (CAC), as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the Santa Cruz County Office of Education (SCCOE). This plan is currently under development and its structural frame will be based upon the existing SCCOE Alternative Education Department's Comprehensive School Safety Plan for Community Schools. These policies are incorporated as appropriate into the CAC's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration.

These policies will be developed in consultation with insurance carriers and at a minimum will address the following:

***Seismic Safety***

CAC assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

***Natural Disaster Emergency Preparedness***

CAC sites will use the Santa Cruz County Office of Education Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

***Immunizations***

All students who are 18 years of age will be required to provide records documenting immunizations as required pursuant California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

***Drug Free/Alcohol Free/Smoke Free Environment***

CAC will function as a drug, alcohol, and tobacco free workplace.

***Role of Staff as Mandated Child Abuse Reporters***

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the SCCOE.

***Emergency Epinephrine Auto-Injectors***

CAC will adhere to Education Code Section 49414 regarding the provision and use of emergency

epinephrine auto-injectors by trained office staff or volunteers at school.

***Facility Safety***

CAC shall comply with *Education Code Section 47610* by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CAC tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CAC conducts fire drills as required under Education Code Section 32001.

***Comprehensive Sexual Harassment Policies and Procedures***

CAC is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CAC has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the SCOEE's sexual harassment policy.

***Health Care and Emergencies***

CAC recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with emergency contacts as appropriate when an accident or illness occurs, the CAC requires current contact information for all students.

**See Appendix 3 for Comprehensive School Safety Plan**

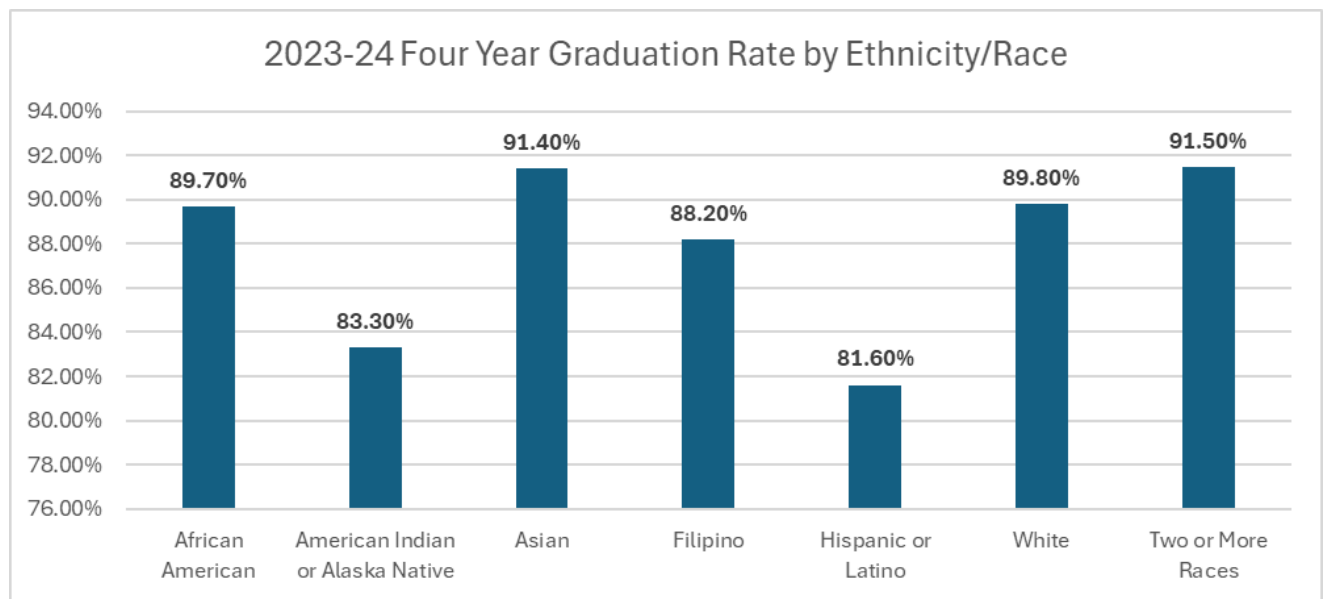
**ELEMENT G: Racial, Ethnic, Special Education, and English Learner Balance**

**Governing Law:** *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.*

*Education Code Section 47605(b)(5)(G).*

The CAC is committed to serving a diverse and representative student population. The charter school target ethnic balance is determined by the data below which delineates the cohort demographics for the dropout population in Santa Cruz County.

**Figure 3:** Santa Cruz County and California 2023-24 graduation rate student population by ethnicity.



*Source: Dataquest Four-Year Adjusted Cohort Graduation Rate*

The chart shows the 4-year graduation rates for the academic year 2023-24 for various racial and ethnic groups. Here's a summary focusing on those who did not graduate:

- African American students had a graduation rate of 89.70%, implying that approximately 10.30% did not graduate within 4 years.
- American Indian or Alaska Native students had a lower graduation rate at 83.30%, indicating that 16.70% did not graduate within the 4 year cohort.
- Asian students achieved a graduation rate of 91.40%, meaning around 8.60% did not graduate within the 4 year cohort.
- Filipino students had a graduation rate of 88.20%, so 11.80% did not graduate.
- Hispanic or Latino students had one of the lower graduation rates at 81.60%, resulting in 18.40% not graduating within the 4 year cohort.
- White students had a graduation rate of 89.80%, with 10.20% not graduating within the 4

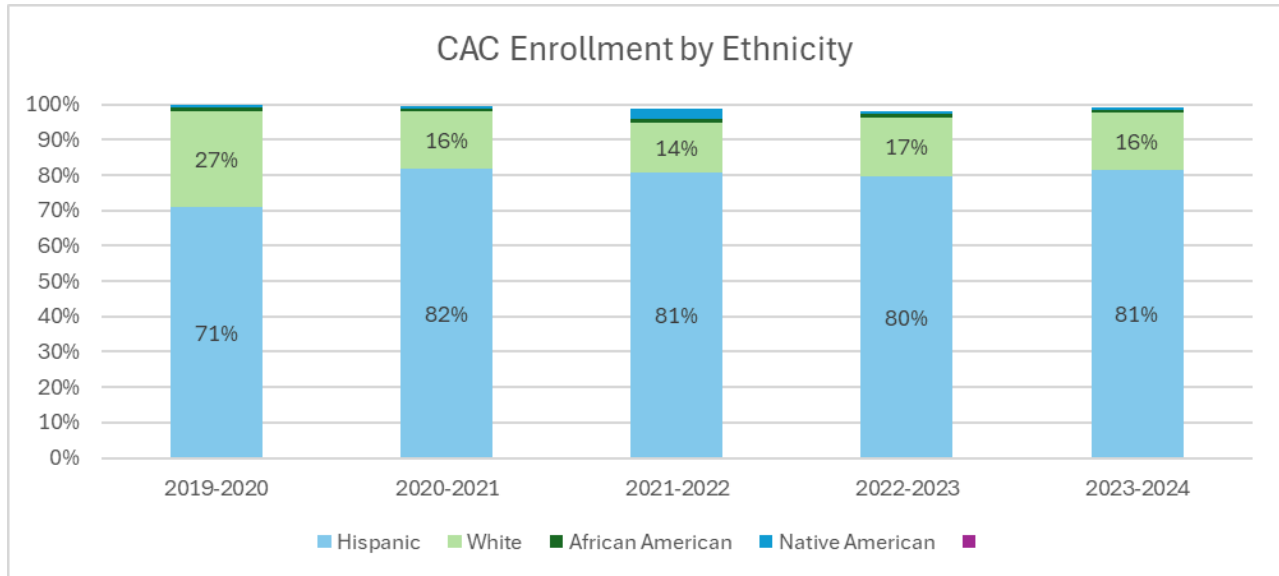
year cohort.

- Students identifying with two or more races had a graduation rate of 91.50%, with 8.50% not graduating within the 4 year cohort.

These statistics highlight that Latine students have the highest percentages of non-graduates, suggesting a need for targeted interventions to improve graduation rates within these groups.

CAC recognizes that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited. CAC implements a student recruitment strategy that includes, but not necessarily limited to:

- An enrollment process that are scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising is formatted in Spanish and English.
- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.
- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the [Santa Cruz County Office of Education](#) website and social media platforms (Facebook, Twitter, etc.)
- CAC strives to reflect a balanced representation of the student population in the communities in which it operates.



Source: <https://dataportal.santacruzcoe.org>

The ethnic composition of the Career Advancement Charter (CAC) student population from 2019 to 2024 reflects a consistently high percentage of Hispanic students, aligning with the demographics of the Pajaro Valley, where nearly 90% of the population is Latine or Hispanic.

Representation of African American and Native American students remains consistent but low, at around 1% annually, with a small increase in Native American students to 3% in 2021–2022. These small but steady percentages likely reflect the overall population distribution within the region. Overall, CAC’s student body demonstrates a strong alignment with local demographics, particularly in serving Hispanic students, and maintains a relatively stable enrollment pattern across all reported ethnic groups.

**ELEMENT H: Admissions Requirements**

**Governing Law:** *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

The County Superintendent of Schools shall determine all processes and procedures governing application, admission, and enrollment at Career Advancement Charter (CAC). All students attending CAC must follow the application, admission, and enrollment procedures.

The registration process for CAC shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the CAC. The application packet shall include:

- CAC's Mission Statement and a summary of the school's education philosophy.
- A brief description of what charter schools are and how they differ from regular public schools.
- A CAC Personalized Learning Plan (PLP) to establish needed credits and guide student academic goals.
- An Independent Study's Master Agreement to be filled out by student at the time of enrollment. The agreement establishes the learning goals students must achieve for the term of the agreement and affirms students' commitment to achieve these goals.
- A description of CAC's educational program including a school calendar; curriculum; enrichment and extracurricular programs; attendance expectations; grading, testing, and evaluation procedures; and graduation standards (exit outcomes).
- A copy of the Teacher/Student Behavior Contract listing of the rights and responsibilities of CAC teachers and students.
- Emergency information contact form and required registration documents.

***Student Admissions Criteria, Preferences and Priorities***

Assessments shall not be administered prior to acceptance or enrollment. All students are considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic.

CAC shall admit all students who wish to attend the School, subject to space limitations. If the number of eligible students who wish to attend exceeds the school's capacity, attendance will be determined by a lottery. Preference shall be extended to pupils who reside within Santa Cruz County. The following category of eligible students shall be exempt from the lottery and may be admitted without participation in the lottery: Siblings of students admitted to or attending CAC who are also 18 years old and older and disengaged from school without having earned a high school diploma. Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery.

The order of admission of students at any time during a school year shall be based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come first-served basis if CAC determines that space still exists after the admission priority list has been exhausted.

### ***Conditions of Enrollment***

To enroll in CAC, each student shall first:

- Attend an orientation and intake meeting
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations as required by public schools
- Provide a full roster of prior schools the student attended allowing CAC to access student's school records and test results

**ELEMENT I: Financial Audits****Governing Law:**

In accordance with Education Code Section 47605(b)(5)(I), this section describes the process for conducting annual, independent financial audits using generally accepted accounting principles, as well as the procedures for resolving any audit exceptions or deficiencies to the satisfaction of the chartering authority.

**Audit Process and Standards:**

Career Advancement Charter (CAC) conducts an annual independent financial audit of its books and records, as required by Education Code Sections 47605(b)(5)(I) and 47605(m). All records are maintained in accordance with generally accepted accounting principles (GAAP), and the audit is performed using generally accepted auditing standards.

Audits follow the applicable provisions of the California Code of Regulations for charter school audits, as outlined in the State Controller's K–12 Audit Guide. When required by federal law, the audit also includes items and processes specified in the applicable Office of Management and Budget (OMB) Circulars.

**Auditor Selection and Oversight:**

The Santa Cruz County Superintendent of Schools approves the selection of an independent auditor each year. The auditor must hold a CPA license, have experience auditing educational institutions, and be listed as an approved educational audit provider by the State Controller. The CAC Executive Director supports the audit process by coordinating documentation and access as needed.

**Reporting and Compliance:**

CAC's financial audit is incorporated into the Santa Cruz County Office of Education's audit. CAC works closely with County Office staff to ensure the timely and accurate submission of all required documentation. The audited financial data is submitted to both the State Controller and the State Superintendent of Public Instruction by December 15 each year. CAC fully complies with Education Code requirements and County Office policies to ensure a clean audit with no findings.

**Resolution of Findings:**

If the audit identifies any exceptions or deficiencies, the Executive Director and audit committee review the findings and submit recommended corrective actions to the Superintendent. The Superintendent (or Designee) then prepares a report to the State and/or County Board of Education, outlining how each issue has been or will be resolved, along with a timeline for completion. Any disputes related to audit findings are resolved using the dispute resolution process described in the Charter.

**Public Access and Inquiries:**

Audit appeals or requests for summary review are submitted to the Education Audit Appeals



Panel, in accordance with applicable law. CAC's independent financial audit is a public record and is available to the public upon request.

Pursuant to Education Code Section 47604.3, CAC promptly responds to all reasonable inquiries, including those related to its financial records.

**ELEMENT J: Suspension and Expulsion**

This section should include a section for Suspension Procedures including conference, notice to students and the expulsion process including hearing as well as provisions for suspension of students with disabilities.

**Governing Law:** *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

Career Advancement Charter (CAC) maintains a comprehensive set of student discipline policies aligned with the Santa Cruz County Office of Education (SCCOE) Board Policy 5114. These policies clearly describe the CAC's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each CAC student is required annually to verify that they have reviewed the policies and that they understand the policies.

CAC's policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs. CAC notifies the Santa Cruz County Office of Education of any expulsions and include suspension and expulsion data in its annual performance report.

Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but are not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students are informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a CAC student may be suspended from school or recommended for expulsion if the CAC Executive Director or the County Superintendent of Schools determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which will be concurred by the Executive Director or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a

- controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

CAC acknowledges the responsibility of each student, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is CAC's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

### **Suspension and Expulsion/Due Process: Students with Disabilities**

#### **Services During Expulsion**

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34

CFR 300.121, 300.520)

**Readmission**

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

**Suspension of Expulsion**

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

(Education Code 48917)

**Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the Executive Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Executive Director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Executive Director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

**See APPENDIX 4 for Uniform Complaint Procedure and Board Policies**

**ELEMENT K: Staff Retirement System (STRS, PERS, and Social Security)**

**Governing Law:** *The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Career Advancement Charter (CAC) classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules accorded to all other SCCOE (Santa Cruz County Office of Education) staff members. The financial compensation for school employees will include a base salary that will be competitive with jobs in other local public secondary schools.

Staff members of CAC are employees of the (SCCOE). As such, they are covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the SCCOE. All employer contributions required by STRS, PERS, Social Security, workers' compensation insurance, unemployment insurance and any other employer payroll obligations as applicable, will be made by the SCCOE. All established SCCOE policies and procedures for ensuring employees' due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. SCCOE Human Resources is responsible for ensuring that all appropriate arrangements for the above actions are carried out.

### **ELEMENT L: Attendance Alternatives**

**Governing Law:** *The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605(b)(5)(L).*

No pupil shall be required to attend Career Advancement Charter (CAC). Students who opt not to attend CAC may attend other district schools or adult schools, as allowed.

**ELEMENT M: Description of Employee Rights**

**Governing Law:** *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School.*

*Education Code Section 47605(b)(5)(M).*

No public school employee shall be required to work at Career Advancement Charter (CAC). Any employee of the Santa Cruz County Office of Education (SCCOE) who chooses to leave their existing position at SCCOE to work at CAC shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate SCCOE certificated or classified salary schedule for their position.

Employees shall be informed of their rights through the provision of the SCCOE Staff Handbook to all new hires. The SCCOE payroll department is responsible for the payment of social security and applicable taxes for CAC employees.

Employees of a local educational agency who resign from employment to work at CAC and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The CAC shall not have any authority to confer any rights of return on a local educational agency's employees.

**See Appendix 7 for Bargaining Unit Agreements**

**ELEMENT N: Dispute Resolution Process**

**Governing Law:** *The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The Career Advancement Charter (CAC) and the Santa Cruz County Office of Education (SCCOE) will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

**Dispute Resolution**

The intent of this dispute resolution process will be to (1) ensure a fair and timely resolution to disputes, (2) minimize the oversight burden on the Santa Cruz County Board of Education, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. CAC and the Santa Cruz County Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

If a dispute arises between the Santa Cruz County Board of Education, as granting entity, and CAC relating to provisions of this Charter, the following procedures will be followed: The President of the Santa Cruz County Board of Education and the CAC, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Santa Cruz County Board of Education to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

**Internal Dispute**

Issues between students, teachers, applicant families, volunteers, advisors, workforce partners, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Executive Director will be responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Santa Cruz County Deputy Superintendent or designee will be the appellate body.

Except for those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to the provisions of CAC shall be resolved as follows:



***Uniform Complaints***

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures utilized by the Santa Cruz County Office of Education

For disputes involving employees, the Executive Director of CAC and the Santa Cruz County Deputy Superintendent shall meet with the CAC employee representative to discuss any issue or disagreement related to one or more CAC employees. After a full discussion of any such issue, the Deputy Superintendent or his/her designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue. Santa Cruz County Office of Education (5 CCR Section 4600)

***Employee Issues******Oversight, Reporting, and Revocation***

The SCCOE may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities shall be performed by SCCOE. If the Santa Cruz County Board of Education believes it has cause to revoke this charter, the Board agrees to notify CAC in writing, noting the specific reasons for which the charter may be revoked, and grant CAC reasonable time to respond to the notice and take appropriate corrective action.

***Other Issues***

In all other matters, any disagreement not resolved by the Executive Director may be appealed to the Santa Cruz County Superintendent of Schools or designee through a formal written statement. After a full discussion of any such issues with the complaining party, the County Superintendent or designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

**See APPENDIX 4 for Uniform Complaint Procedure & Board Policies**

## **ELEMENT O: Closure of Charter School**

**Governing Law:** *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

### **Documentation of Closure Action**

The decision to close Career Advancement Charter (CAC), for any reason, will be documented by an official action of the Santa Cruz County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If feasible to do so, while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

CAC will provide advance notice to the Santa Cruz County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless unfeasible to do so.

### **Notification to the California Department of Education, SELPA, and State Board of Education**

CAC will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action
- The name(s) and contact person(s) for information regarding closure
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

***Notification to Students***

Students of CAC will be notified as soon as possible when it appears school closure may be imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student.

CAC will communicate with adult students directly.

***Notification to Receiving Districts***

CAC will notify any school district that may be responsible for providing education services to former students so the receiving district(s) will be prepared to assist in facilitating student transfers.

***Student and School Records Retention and Transfer***

CAC will have a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. CAC will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

***Financial Close-Out***

CAC will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of CAC.

In addition to a final audit, CAC will submit any required year-end financial reports to the California Department of Education, the Santa Cruz County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required.

These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

***Dissolution of Assets***

Upon completion of the closeout audit, CAC administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to the SCCOE.

## FINANCIAL DETAILS

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### See APPENDIX 9 for Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis

CAC shall provide reports to the Santa Cruz County Office of Education (SCCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SCCOE:

1. On or before July 1, an adopted budget for the current fiscal year.
2. On or before July 1, the LCAP required pursuant to Education Code Section 47606.5.
3. On or before Feb 28, an annual charter report to the Authorizing Board required.
4. On or before Feb. 28, the LCAP mid-year update report to the Charter Board pursuant to Education Code Section 47606.5.
5. By December 15, an interim financial report for the current fiscal year reflecting actuals through October 31. Additionally, on December 15, a copy of CAC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the SCCOE, State Controller, State Department of Education and the Santa Cruz County Superintendent of Schools.
6. By March 15, a second interim financial report for the current fiscal year reflecting actuals through January 31.
7. By September 15, a final unaudited report for the full prior year. The report submitted to the SCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

CAC will provide reporting to the SCCOE as required by law and as requested by the SCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

CAC agrees to and submits to the right of the SCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CAC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SCCOE.

***Oversight***

Pursuant to California law, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the SCCOE may charge for the actual costs of supervisorial oversight of CAC not to exceed one (1) percent of the revenue of CAC. The SCCOE may charge up to three (3) percent of the revenue of CAC if CAC is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of CAC" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

***1. Audit and Inspection of Records***

CAC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school will be subject to oversight by SCCOE.
- The SCCOE's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of CAC.
- The SCCOE Board is authorized to revoke this charter for, among other reasons, the failure of CAC to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the SCCOE hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through an independent auditing firm. The audit may include, but will not be limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

CAC will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days' notice to CAC. When 30 days' notice may defeat the purpose of the audit, the SCCOE may conduct the audit upon 24 hours' notice.

In addition, if the county receives an allegation of waste or fraud or abuse related to CAC's operation, CAC will be expected to cooperate with any investigation.

### **Annual Performance Audit**

CAC agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Annual performance audits shall include the following:

- Review of each component of Initial/Renewal Charter Petition for compliance
- Analysis of whether goals are being met; review of all state and federal student assessment data and reports
- Summary of major decisions made/policies established by the board in each year
- Data on level of student involvement in governance and operation of the school
- Summary data from annual student/parent satisfaction survey
- Data regarding number of staff, their qualifications and verification of credentials
- Copy of health/safety procedures and summary of any major changes
- Determination of the suitability of the facility in terms of health and safety
- Determination of the suitability of the facility in terms of educational utility
- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)
- Overview of admission practices
- Number of students actually enrolled
- Waiting lists
- Expulsions and suspensions
- Review of any internal/external dispute resolutions
- Site visit by SCCOE, or designee, including observation of the instructional program

## **2. Financial Reporting**

CAC will draft a complete set of fiscal control policies and procedures for the Charter's operation. CAC shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

## **3. Insurance**

As a dependent charter of the SCCOE, CAC shall either acquire or finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, or be added to the appropriate policies of the SCCOE. Coverage amounts will be based on recommendations provided by insurer.

Toward this end and during the ongoing term of this charter, CAC shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California, the following policies of insurance:

- COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
- WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

The Santa Cruz County Board of Education shall be named as an additional insured on all policies of CAC. Prior to opening, CAC will provide evidence of the above insurance coverage to the County.

As a dependent charter, these provisions may be met by existing SCCOE insurance provisions. To the extent appropriate, the SCCOE may provide the coverages required or add CAC as an insured school under existing policies.

#### **4. *Administrative Services***

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Any charter-requested services from the SCCOE will be by mutual agreement in a separate written agreement. Mutually agreed upon fees, if any, must be in place prior to the charter-requested service. CAC will establish a competitive bid process balancing quality and price to outsource any of the services not handled through the agreement with the SCCOE.

Subject to availability, CAC may request SCCOE services including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation



- Field trip transportation
- School mail
- Student information system
- Food services
- Risk management; and
- Attendance accounting.

Pursuant to Education Code Section 47604.32, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, CAC shall pay the SCCOE an oversight fee of up to 1% of revenue in accordance with Education Code Section 47613.

#### **5. *Transportation***

Because CAC will be a school of choice serving students 18 and older, it will be the responsibility of students themselves, as appropriate, to provide transportation to and from the school. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

CAC is committed to ensure students from across Santa Cruz County are able to access its program. For this reason, CAC will explore a variety of public and private transportation options to ensure students are supported in their attendance at our school.

#### **6. *Attendance Accounting***

CAC will implement an attendance recording and accounting system to ensure contemporaneous record keeping which complies with state law. CAC shall report daily attendance requirements to SCCOE in a format acceptable to the County and State. Required reports regarding daily attendance shall be completed and submitted to requesting agencies.

#### **7. *Potential Civil Liability Effects***

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by/as a non-profit public benefit corporation shall not be liable for the debts or obligations of CAC or for claims arising from the performance of acts, errors or omissions by CAC if the authority has complied with all oversight responsibilities required by law. CAC shall work

diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the SCCOE shall not be liable for the operation of CAC.

Further, CAC and the SCCOE shall enter into a memorandum of understanding (MOU for the 202526 school year), wherein CAC shall indemnify the SCCOE for the actions of CAC under this charter.

The corporate bylaws of CAC shall provide for indemnification of the CAC Board, officers, agents, and employees, and CAC will purchase general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the SCCOE and CAC's insurance company for schools of similar size, location, and student population. The SCCOE shall be named an additional insured on the general liability insurance of CAC.

The CAC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **CONCLUSION**

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By approving this petition for the renewal of the charter for Career Advancement Charter (CAC), from 2025 to 2030, the Santa Cruz County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professionals and encourage the creation of charter schools. As asserted in the Charter school's mission, we are committed to offering the youth of Santa Cruz County a premier program to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness.

The CAC pledges to work cooperatively with the SCCOE to answer any concerns concerning this petition to renew the charter and to present the strongest possible proposal requesting a five year term to begin July 2025. Upon the granting of this charter renewal, CAC will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education

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

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

<b>Internet Access</b>	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High
<b>Street</b>	400 Encinal Street
<b>City, State, Zip</b>	Santa Cruz
<b>Phone Number</b>	831-466-5680
<b>Principal</b>	Denise Sanson
<b>Email Address</b>	dsanson@santacruzcoe.org
<b>School Website</b>	<a href="https://santacruzcoe.org/student-services/alternative-education-programs/career-">https://santacruzcoe.org/student-services/alternative-education-programs/career-</a>
<b>Grade Span</b>	12
<b>County-District-School (CDS) Code</b>	44 10447 0136572

## 2024-25 District Contact Information

<b>District Name</b>	Career Advancement Charter, Santa Cruz County Office of Education
<b>Phone Number</b>	(831) 466-5600
<b>Superintendent</b>	Dr. Faris Sabbah
<b>Email Address</b>	fsabbah@santacruzcoe.org
<b>District Website</b>	<a href="http://www.santacruzcoe.org">www.santacruzcoe.org</a>

2024-25 School Description and Mission Statement

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

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

CAC instructors use both physical and digital instructional methods for students, incorporating relevant material to individual students' experiences and cultures. Teachers use a hybrid of Google Classroom, textbooks, and supplemental digital/paper materials to accompany personalized instruction. Each student meets with their teacher at least once per week for a progress check, instruction, and an attendance review. The rate of progress that a student makes each semester varies. On average students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and/or other life responsibilities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	167
Total Enrollment	167

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	1.2
Hispanic or Latino	81.4
White	16.2
English Learners	10.2
Homeless	1.8
Socioeconomically Disadvantaged	28.1
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	16.67	47.20	51.03	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	1.83	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.70	7.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	83.33	32.90	35.55	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.00	4.32	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	92.50	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	16.67	46.80	52.77	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.60	0.70	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	16.67	13.50	15.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	66.67	27.50	31.08	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.20	0.23	15831.90	5.67
<b>Total Teaching Positions</b>	6.00	100.00	88.70	100.00	279044.80	100.00

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



## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	14.29	49.10	53.99	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.10	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	14.29	7.00	7.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	71.43	29.50	32.41	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.30	4.79	14303.80	5.15
<b>Total Teaching Positions</b>	7.00	100.00	91.00	100.00	277698	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	5.00	4.00	5
<b>Total Out-of-Field Teachers</b>	5.00	4.00	5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	25	20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

During the 2022-2023 school year, the Career Advancement Charter reviewed our curriculum to center around adult learners. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we purchased the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. All students in need are assigned a Chromebook. The CAC provides Chromebooks and hot spots to distribute to families who do not have access to the internet.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Bright Thinker ELA Series, McGraw Hill Workplace Skills Series, Challenger Series: New Readers Press, Edge: Reading, Writing, and Language. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>Mathematics</b>	Bright Thinker Mathematics Series - Math & Algebra, McGraw Hill Math Foundational: Breakthrough to Math Series, McGraw Hill Math and Algebra all Levels: Career Readiness Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0

<b>Science</b>	Bright Thinker Series Life & Physical Science Foundational: Biology, Environmental Systems. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>History-Social Science</b>	Bright Thinker Social Studies/History Series, Bright Thinker Social Studies World History, Bright Thinker Government Foundational, Bright Thinker Economics Foundation Elective Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	McGraw Hill Fit & Well, McGraw Hill Foundations of Physical Education: Exercise Science, and Sport.	Yes	0
<b>Visual and Performing Arts</b>	N/A		

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The Career Advancement Charter facility sites are clean, and safe, and are maintained by the Santa Cruz COE. To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

- **Maintenance and Repair**

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The SCCOE has adopted cleaning standards for all school sites. Overall, all sites and classrooms are in good repair and there were no high-priority recommendations offered in the inspection report.

- **Cleaning Process and Schedule**

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

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

### Year and month of the most recent FIT report

September 2023

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

School Facility Conditions and Planned Improvements				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li>1. <b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li>2. <b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li>3. <b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--		62		46	
Mathematics (grades 3-8 and 11)	--		43		34	

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)		--	18.83	14.43	30.29	30.73



## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	170	4	2.35	97.65	--
<b>Female</b>	80	2	2.50	97.50	--
<b>Male</b>	90	2	2.22	97.78	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	63	4	6.35	93.65	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	91	0	0.00	100.00	--
<b>White</b>	16	0	0.00	100.00	--
<b>English Learners</b>	13	1	7.69	92.31	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	26	1	3.85	96.15	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Students earn credits through individualized instruction, CTE course participation, and completion of activity logs, career exploration learning reflective journals, and Independent Study. Each student has an individual graduation plan based on the number of credits needed in each subject area. New students are given a weekly appointment time to check in with the enrollment specialist and also with the academic teacher, who will provide ongoing support to the student as they progress toward their goal of obtaining the HSD.

The Career and Adult Learning Services (CALS) Department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the CALS department works closely with local industry to support students in finding and keeping jobs in our community. The Transition Specialist works directly with new, current, and completing students to assist with transitions both into and beyond our program. Students in our programs can access individualized assistance with resumes, interview preparation, and career exploration.

CTE Courses offered with the Career Advancement Charter:

Medical Assisting (Santa Cruz County Office of Education, main office)

Dental Assisting (Santa Cruz County Office of Education, main office)

Hospitality and Culinary Arts (Sequoia Schools)

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

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

**State Priority: Other Pupil Outcomes**

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement	<b>State Priority: Parental Involvement</b>  The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.
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<b>2024-25 Opportunities for Parental Involvement</b>
<p>In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and culturally responsive. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are surveyed and invited to share ideas in an Advisory Group setting to help create an engaging and positive school culture. We continue to adapt and design new practices, systems, and opportunities in order to help all students succeed.</p> <p>Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in developing the 2022-2023 LCAP for the Career Advancement Charter (CAC). They were involved through surveys, discussions, and the analysis of qualitative and quantitative data at various forums that included regular advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Monthly check-ins occurred with the administration team and sites to discuss student needs and create plans for students needing more support.</p>

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	76.2	63.3	77.7	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	23.1	36.7	22.3	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	197	44	22.3
Female	94	27	28.7
Male	103	17	16.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	165	38	23.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	32	6	18.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	4	22.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	315	1	0.3
Female	154	138	0	0.0
Male	209	177	1	0.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	292	253	1	0.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	58	0	0.0
English Learners	38	33	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	87	76	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	15	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	1.12	0.39	0.73	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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

In October of 2022, staff participated in a staff development day which included emergency response training and school site safety training.

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

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies

## 2024-25 School Safety Plan

- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2023 and will be updated prior to March 2024 for the 2023-2024 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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



## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,819.45	\$2,139.06	\$8,680.38	\$68,495
<b>District</b>	N/A	N/A	\$12,663.86	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-37.3	
<b>State</b>	N/A	N/A	\$10,771	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-21.5	

## Fiscal Year 2023-24 Types of Services Funded

In the fiscal year 2022-2023, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through development with our students, staff, and community stakeholders. Surveys and discussions with our students continue to guide us in assessing both individual and general needs and in improving our services. Through development with our students and in collaboration with community partners, we built the capacity to support students holistically.

At our site-based programs, we offered childcare services at no cost, a career technical education (CTE) course Culinary Arts, and ESL. Classes are offered in the evening to support the working student and instructional staff offer flexible scheduling to better serve the needs of their adult learners.

Through the California Adult Education Program (formally known as the Adult Education Block Grant), the CAC continued to onboard the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both students and teachers track, evaluate, and strengthen job literacy in our program, providing meaningful data to drive instruction and programmatic decisions. The CAC partners with both the Department of Corrections and the Department of Probation to offer wrap-around services to identify and meet each student's academic, social-emotional, and health needs. Within the county corrections system, we continued to offer high school diplomas and Hi-SET programming. We currently offer the Building Trades Pre-Apprenticeship program at the Rountree Correctional Facility.

The CAC project coordinator, transition specialist, and support staff additionally were funded to provide these services, bilingually:

- College registration support
- Career coaching and employment support
- Student outreach for enrollment and attendance
- Social-emotional support
- Community referrals to support services

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

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

## 2023-24 Advanced Placement (AP) Courses

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

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

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

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

## Professional Development

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

Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in

Professional Development

job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3		

## CHARTER SCHOOLS

- A. Rationale: This policy applies to all Charter Schools that are chartered by educational entities located within the North Santa Cruz County SELPA. Additionally, this policy applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA [Education Code 47605 (k) (1)]. .
  
- B. Policy Statement: Students enrolled in charter schools are entitled to special education services in a manner similar to those enrolled in public school in the district, charter schools within the SELPA shall comply with all requirements of applicable state and federal law regarding provision of special education services (Education Code §56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A charter school shall not discriminate against any pupil in its admission criteria, including on the basis of disability. The charter school's participation in the SELPA will be determined by whether it operates as a school of its chartering district or an LEA member of a SELPA. If the charter school is operating as an LEA member of the SELPA, the charter school shall be treated as all other SELPA-member LEAs by the administrative unit, SELPA Governing Board and the SELPA Administrator.

Charter schools that are categorized as dependent and not deemed a LEA for special education purposes are aligned with the chartering district. They will participate in the federal/state funding in the same manner as the other schools within the chartering district. The chartering district shall be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education services in the same manner that is consistent with all applicable provisions of state and federal law.

A charter school may apply to become a LEA for special education purposes. The Special Education Coordinating Agency Governing Council shall determine whether the charter school has provided requisite assurances. Once approved as a LEA, the charter school shall participate in the governance of the SELPA in the same manner as other school districts within the SELPA.

- C. Charter Petition and Review by SELPA :

Prior to approval or renewal of a petitioning charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the sufficiency of items related to the provision of special education services contained within the petition. The petition shall provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services, regardless of the availability of services the student needs within the charter school's regular education program. Each charter

petition must contain a reasonably comprehensive description of the charter school's education program, as it related to the provision of special education services, including the following:

1. All eligible students enrolled in the charter school will receive appropriate special education services in accordance with applicable state and federal laws and regulations, as well as the local plan;
2. The district where the student resides, if different than the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school;
3. No student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services;
4. Staff members providing special education services are appropriately credentialed;
5. The facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program; and
6. Disenrollment, suspension, and expulsion policies and procedures shall ensure that the protections of federal and state law are afforded to special education students.
7. Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

Each charter petition must contain a reasonably comprehensive description of the charter school's educational program. This description should include information about the specialized instruction and services available at the charter school and the procedures for ensuring that students are referred, assessed, and served in a timely manner. The petition or a memorandum of understanding (MOU) must also identify the entity that will be responsible for providing special education instruction and related services, reference any anticipated transfer of special education funds between the granting entity and the charter school for the purposes of providing special education and related services, and include provisions for sharing deficits in funding.

#### D. Categories of Charter Schools

For the purpose of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed a public school within the chartering entity until the charter school has been deemed an LEA following this policy, the local plan and approval by the SELPA

Governing Board. The categorization as a separate LEA will become effective on the first day of the fiscal year (July 1), following final approval by the SELPA Governance Board.

E. Public School within a School District or County Office

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity may not grant a charter on the condition that the charter school must become an LEA. The chartering entity will determine the equitable share of funding and/or services to be distributed to the charter school, as well as policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administered by the chartering entity.

The chartering entity will:

1. Receive all applicable special education funds as specified in the SELPA's AB 602 Funding Allocation Plan and ensure that the allocated funding is distributed to the charter to provide or procure special education and related services and/or used by the LEA to provide or procure special education and related services to the charter
2. Represent the needs of the charter school in the SELPA governance structure;
3. Be jointly responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served consistent with all applicable provisions of state and federal law, in a timely manner, and in the same manner as a student with disabilities who attends another public school of that LEA, no matter where the child may live; and
4. Ensure that the charter contributes an equitable share of its charter school block grant funding to support LEA-wide excess costs for special education instruction and services, including, but not limited to, special education instruction and services for student with disabilities who are enrolled in the charter school.

The chartering entity and charter school may enter into agreements or Memo of Understanding (MOU) whereby the charter school contributes a fair share of its funds towards the costs of district wide special education services, programs, and administration which its chartering district funds out of its general funds.

F. Charter School as an LEA within the SELPA

A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurances that the charter school will participate as an LEA for the purposes of providing special education, may apply to become a member of the North Santa Cruz County SELPA or another SELPA. A request from a charter

school to participate in the North Santa Cruz County SELPA will be treated in the same manner as such a request from a school district. The charter petition or other written assurances should state that prior to final approval of a request to be deemed an LEA, the charter school will be deemed a public school within the chartering entity.

Charter schools that wish to become member LEAs in the North Santa Cruz County SELPA must submit their application on or before February 1 of the school year prior to implementation (i.e., one year and one day) of the school year preceding the school year in which the charter school anticipates operating as a member LEA within the SELPA. The SELPA Administrator and Special Education Council will review the application and develop an action recommendation for the SELPA Governance Board. The SELPA Governance Council will take action to approve or disapprove the charter school as a member LEA.

The SELPA Governance Council decision will be based on whether the charter school has met all requirements to be included as a member LEA of the SELPA. These requirements include:

1. Will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA, 20 USC 1400 et seq.), Section 504 of Public Law 93-112, 20 USC 8065 (a) and the provisions of the California Education Code, Part 30;
2. Will ensure that all individuals with exceptional needs (ages birth to 22) shall have access to appropriate special education programs and services;
3. Will assure that no child eligible for special education and related services seeking to enroll in the charter school will be denied nor discouraged from enrollment due to disability or due to the charter school's concern about its ability to provide appropriate services;
4. Will assure that the charter school will fully inform parents of students with disabilities seeking enrollment in the charter school of their rights and educational options available;
5. Will deliver special education and related services to any eligible child enrolled in the charter;
6. Will expend all state and federal special education funds for the sole purpose of providing special education instruction and/or services to eligible students with disabilities;
7. Will assure the charters obligation to "search and serve," pay the costs of special education whether or not those costs are adequately covered from the charter's SELPA allocation, and that it has adequate reserves to cover those costs;
8. Will assure the charter will adhere to all policies, procedures, obligations and requirements of the SELPA Local Plan For Special Education, including the Funding Allocation Model;
9. Will utilize SELPA-approved forms and documents including use of internet based IEPs, and will follow all SELPA agreements, policies, and procedures;

10. Will ensure that students will be instructed in a safe environment with no physical barriers that would prevent full participation in educational and extracurricular activities;
11. Will provide the SELPA with a copy of the charter school's original petition, as approved by the chartering entity and any subsequently approved amendments to the charter;
12. Will follow all federal and state laws regarding discipline and assume funding responsibility for change of placement/alternative settings due to disciplinary issues;
13. Will provide SELPA will copy of charter's current operating budget in order to assure fiscal responsibility in accordance with Ed Code 42130 and 42131;
14. Understands its legal and financial responsibilities to provide appropriate special education services to eligible students. Financial responsibilities may include, but are not limited to, instruction, related services, transportation, non-public school/agency placements, inter/intra SELPA placements, due process hearing proceedings and attorney fees; and
15. Will not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement.

If approved, LEA status will become effective on July 1 of the next school year. Prior to final approval and full acceptance as a member LEA, the charter school will continue to be deemed a public school of the chartering district. Once approved, the LEA charter school will choose a representative to the Governance Board, a representative to the Special Education Council, and the ad hoc AB 602 Finance Committee. The representative to the Governance Board must be the chief executive officer pursuant to the Governance Board bylaws. The representative to the Special Education Council and AB 602 Finance Committee must be an authorized agent designated by the governing board of the charter school.

If disapproved of LEA status, the SELPA administrator will provide the applicant with a written finding that delineates the reason(s) for disapproval.

Once deemed a member LEA, the charter school, like other member LEAs shall:

1. Fully participate in governance of the SELPA in the manner outlined in the local plan and shall choose a representative to the SELPA Governance Council and to the SELPA Special Education Council;
2. Accept all responsibilities of an LEA in the implementation of the local plan;
3. Fully comply with policies and procedures outlined in the local plan and procedural handbooks;
4. Contribute to, participate in, and receive the benefits of regionalized services;



5. Receive state and federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan;
6. Be responsible for all costs incurred in the provision of special education and related services, including but not limited to instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees, without regard for the location in which the student may reside;
7. Document that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or related services to identified students with disabilities; and
8. Return any special education apportionment not used solely for the purpose of providing special education instruction and/or related services to identified students with disabilities, if recaptured by the SELPA for reallocation to other LEAs.
9. Annually collect data and submit to the SELPA by June 30 of each year, the total number of students who submitted an application and were accepted into the charter school in the previous school year (i.e., submit June 30, 2013 for the 2012-2013 school year):
  - a. the number of general education and special education student (students with either Individualized Education Plan (IEP) or Section 504 Plan) who applied for admission to the charter school; and
  - b. the number of general education and special education students who were admitted to the charter school during the previous school year.

Following approval by the Governance Board, the SELPA local plan must be amended, the governing boards of all participating LEAs must approve the amendment, and the amended local plan must be submitted to CDE for final approval. If the approval of a charter school as an LEA requires a change in the SELPA AB 602 Funding Allocation Plan, such change shall be adopted pursuant to the policy-making process outlined in the local plan.

The terms of this policy are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the policy shall remain in effect, unless mutually agreed otherwise by the members of the SELPA Governing Board after review by the Special Education Council. The SELPA Governing Board members agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and proactive fashion.



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

# COMPREHENSIVE SCHOOL SAFETY PLAN

## Part I – Public Components

### 2024-2025

**School:** Santa Cruz County Office of Education  
**Address:** 400 Encinal St  
 Santa Cruz, CA 95060-2115  
**Principal:** John Rice, Executive Director  
**Phone Number:** 831-466-5724  
**E-mail Address:** jrice@santacruzcoe.org

**District:** Santa Cruz County Office of Education  
**Superintendent** Faris Sabbah  
**Phone Number:** 831-466-5900  
**E-mail Address:** fsabbah@santacruzcoe.org

Approved by:

Name	Title	Signature	Date
Faris Sabbah	Superintendent		2/20/2025

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## Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz County Office of Education office, and online at <http://www.santacruzcoe.org/student-services/alternative-education-programs/>

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In so doing, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

This plan was developed with input from the SCCOE School Site Council and local law enforcement.

### SCHOOL PROFILE

The SCCOE Alternative Education Program consists of 17 separate school sites throughout Santa Cruz County. SCCOE Alternative Education Programs have an ethnically diverse student population and are served by a dedicated and well-trained staff. The SCCOE Alternative Education Program face unique challenges in maintaining a safe school, partly because of our school mission and partly because of the fact that our school sites are small, sometimes impermanent, and are located throughout the county.

## Plan Development and Approval

The Santa Cruz County Office of Education Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
John Rice, Executive Director	Principal or Principal's Designee
Javier Gonzalez, Teacher	Teacher from Santa Cruz County Office of Education
Esther Rodriguez	Parent whose child attends the School
Blanca Corrales, Community Organizer	Classified Employee
Sgt. Dan Flippo	Law Enforcement Agency Representative
Cristal Renteria, Director	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	11/4/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	09/26/24, 1/29/25
School Site Council approval of the Plan	1/29/25
School District Board approval of the Plan	
Submission to Santa Cruz County Office of Education for audit review	2/20/25

## Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz County Office of Education campus and at school-related functions. Data presented include:

**Table A6.4**

*School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales*

	NT %	Table
Total school supports	60	
Caring adults in school <sup>‡</sup>	72	A6.5
High expectations-adults in school <sup>‡</sup>	76	A6.6
Meaningful participation at school <sup>‡</sup>	33	A6.7
School connectedness <sup>†#</sup> <i>(In-School Only)</i>	65	A6.8
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>		A6.8
Academic motivation <sup>†</sup>	63	A6.9
Promotion of parental involvement in school <sup>†</sup>	64	A6.13

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

## 8. School Violence, Victimization, and Safety

**Table A8.1**

*Perceived Safety at School (In-School Only)*

	NT %
Very safe	37
Safe	38
Neither safe nor unsafe	22
Unsafe	3
Very unsafe	1

*Question HS A.114/MS A.107: How safe do you feel when you are at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**  
**School Violence Victimization Scale Questions**

	NT %
<b>School violence victimization (<i>In-School Only</i>)</b>	
<i>Average reporting "1 or more times"</i>	14
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? (<i>In-School Only</i>)</b>	
0 times	91
1 time	4
2 to 3 times	3
4 or more times	2
<b>been afraid of being beaten up? (<i>In-School Only</i>)</b>	
0 times	92
1 time	4
2 to 3 times	2
4 or more times	2
<b><i>During the past 12 months, how many times have you...</i></b>	
<b>had mean rumors or lies spread about you?</b>	
0 times	77
1 time	8
2 to 3 times	7
4 or more times	8
<b>had sexual jokes, comments, or gestures made to you?</b>	
0 times	84
1 time	3
2 to 3 times	5
4 or more times	8

*Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A8.5*****Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been threatened with harm or injury?</b>	
0 times	92
1 time	5
2 to 3 times	2
4 or more times	1
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	1

*Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.6*****Weapons Possession on School Property, Past 12 Months (In-School Only)***

	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>seen someone carrying a gun, knife, or other weapon?</b>	
0 times	89
1 time	4
2 to 3 times	4
4 or more times	3

*Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Alcohol and Other Drug Use

**Table A9.1**

*Summary Measures of Level of AOD Use and Perceptions*

	NT %	Table
Lifetime illicit AOD use to get “high” <sup>^</sup>	55	A9.2
Lifetime alcohol or drug use	55	A9.2
Lifetime marijuana use	42	A9.2
Lifetime very drunk or high (7 or more times)	25	A9.7
Current alcohol or drug use <sup>¶</sup>	33	A9.5
Current marijuana use <sup>¶</sup>	26	A9.5
Current heavy drug use <sup>¶</sup>	23	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	17	A9.5
Current alcohol or drug use on school property <sup>¶Φ</sup>	14	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	21	A9.11
Difficulty of obtaining marijuana <sup>C</sup>	8	A9.12

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>^</sup>Excludes prescription pain medication.

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

## 11. Other Health Risks

**Table A11.1**

*Gang Involvement (In-School Only)*

	NT %
No	95
Yes	5

*Question HS A.149/MS A.142: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

**Findings from the analysis of the data presented above include:**

**Assessment of School Crime and a Healthy School Climate**

Data above comes from the The California Healthy Kids Survey, last administered during the 2022-2023 school year. Additional data comes from our annual Family, Student, and Staff LCAP Survey. The California Healthy Kids Survey is administered every two years. Data from 2024 - 2025 will be utilized in next year's analysis.

**School Engagement and Supports**

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 65% of students responded that they "Agree" or "Strongly Agree" that they felt connected to their school community. According to our local survey, from Spring 2024, 78.2% of students agreed that staff cared about them and 4.3% of students surveyed disagreed. 91% of families on the same survey reported that staff cares about their students. 76.1% of students report feeling comfortable approaching staff with concerns with 16.3% neutral according to our 23-24 survey.

**School Violence, Victimization, and Safety**

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 75% of students responded that they felt either "Safe" or "Very safe" when asked, "How safe do you feel at school?" 4% responded with "Unsafe" or "Very unsafe." This is a small increase from the past survey. In 2023, 7% of SCCOE students surveyed via CHKS, reported being involved in at least one fight during the year, and 8% reported a fear of being beaten up. 11% of students reported seeing someone carrying a weapon at school at least once during the year, and 3% reported being threatened or injured with a weapon. These are improvements over years prior. 5% of community school students reported that they considered themselves a member of a gang, but 15% of court school students reported the same. According to our families, 95.5% of families indicate their student feels safe at school. Annually, our local data indicates that students feel safe at school and have staff who care and are dedicated to student success. According to our internal survey administered Fall 2023, 84.2%, of our students report feeling safe at school, with 13.7% neutral and 95.5% of parents feel our schools are safe. 78.2% of students feel that the school staff cares about them with 17.5% neutral and 91% of families believe the school staff cares about their student.

**Substance Use and Mental Health**

Alcohol or drug use among SCCOE Alternative Education students continues to be a challenge; however, overall the measures for current alcohol or drug use have declined some in recent years. According to the 2023 California Healthy Kids Survey (CHKS), 33% of students reported current alcohol or drug use compared to 44% and 51% respectively over the past two years. Similarly, the measure for current heavy drug use went from 40% to 33% to 23%. 55% of students surveyed reported having used alcohol at least once in their lifetime, and 42% reported having tried marijuana. Marijuana use is a major concern, and school staff coordinate their efforts to prevent use at school and to provide counseling and restorative practices for students who struggle with this issue at home or at school. Quantitative and qualitative data suggests that Fentanyl has become a rising problem in Santa Cruz County that has resulted in student overdose or death. Alternative Education offers school options with counseling for students who wish to stop using alcohol and drugs. From our local survey administered in Fall 2023, 65% of students believe they lead a healthy lifestyle with 26% were neutral. 78% of families believe their student leads a healthy lifestyle. 84% of students report having access to counseling.

## School Safety Strategies and Programs

Santa Cruz County Office of Education is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

### School Vision/Mission Statement

The Mission of the Alternative Education Program is to provide create safe, supportive, community-based environments where all students can grow academically, socially, and emotionally to become agents of their own futures.

*Safe School Vision: SCCOE Alternative Education Programs will...*

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create schools in which pupils will attend regularly and be safe from both physical and socio-emotional harm.
3. Work collaboratively with the district office and School Board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz County Office of Education prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz County Office of Education promotes caring and nurturing relationships and works cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz County Office of Education stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz County Office of Education discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz County Office of Education implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz County Office of Education implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

## **Strategies and programs unique to Santa Cruz County Office of Education that provide a safe learning environment for all students, including specifically for LGBTQ students.**

The SCCOE Alternative Education Programs are located at various sites throughout Santa Cruz County. A description of the physical environment, including site maps and emergency exits are on file with the maintenance department and at each school site. The ultimate goal of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique needs. This is accomplished through a variety of locations, educational models, and programmatic structures. Often, our students may be affected by one or more significant life challenges. Those may include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, previous academic failures, and trauma. We provide a number of services for our students intended to ensure that all can benefit from the academic program. In addition to ensuring that our students have access to courses required for graduation, we provide a variety of services to meet student needs. These include: counseling, free and reduced priced meals, special education services, work based learning, and college and career counseling, conflict resolution, Restorative Practices, and student leadership groups and clubs, such as GSAs. Our programs include a college preparatory high school, independent studies centers, personalized learning communities, middle school programs, thematic single classroom programs, conventional court/community schools, an all girls program, and a site at the juvenile hall.

### **Career Advancement Charter:**

The CAC is an Independent Study program for adult learners pursuing their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences.

### **Community School Programs:**

#### *Cypress High School*

Cypress is focused on developing self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory curriculum.

#### *Santa Cruz Community School (Phoenix Academy)*

Phoenix is a structured learning environment that uses the SEL framework to guide adolescents in grades 7-9. We focus on and encourage students' interests and abilities, so that each student achieves academic, social, and emotional success.

#### *San Lorenzo Valley Community School (Highlands)*

Highlands is a unique, fun-based learning environment. Based next to a riverfront park in the redwoods, we provide a nurturing, homelike atmosphere for students who have struggled to succeed academically in previous schools. Beyond individualized academics, our core focus is on acceptance, compassion and flexibility, based on Trauma Informed Care and Healing-Centered Engagement, self-empowerment and building healthy life skills. With an abundance of creativity and "love," Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

#### *London Nelson Community School*

LNHS, located in the London Nelson Community Center, serves students of the downtown area with both Classroom and Independent Studies options. Both programs focus on life skills as well as academics. Both provide opportunities to get involved in the community. Louden Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

#### *Oasis High School (Aptos and Watsonville)*

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

#### *Seabright High School*

Seabright is a program for creative, flexible, ambitious, independent and responsible learners. We have created a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, we work together in a personalized learning community.

#### *Star Community School*

Star is a small, student-centered community that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

#### *Star Personalized Learning Community*

The Star PLC provides a safe space for students to grow, develop, and work towards their personal and academic goals. Star PLC is a hybrid between Independent Studies and a seat-based program. Star PLC focuses on supporting students in a small, holistic, safe environment. Juniors and seniors are encouraged to attend a Cabrillo class while in high school.

#### *The Cottage*

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

#### *Independent Studies Programs*

IS opportunities are located at the Santa Cruz County Office of Education and Sequoia Schools campus. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

#### *DeWitt Anderson School*

Dewitt provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

#### *La Manzana Personalized Learning Community*

La Manzana is a small and safe personalized learning community. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

#### *Sequoia High School*

Sequoia High is committed to social, emotional, and academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and CTEP classes, all encompassed in a 21st Century learning environment.

#### *Sequoia Junior High*

Sequoia Junior High is a program with an emphasis on Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in the Sequoia Junior High Program learn study skills as well as life skills, and gain experience in the classroom and community.

#### *El Nido*

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

#### *Escuela Quetzal*

EQ is designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Each day students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with academics, students are offered courses in art, music, vocational education, sports, organic gardening, and computer technology.

#### *Sequoia Academy*

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

### **Court School Programs:**

#### *Robert A. Hartman School*

Hartman School provides for the education of youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning. Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

#### *Freedom Community School*

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

**SCHOOL SAFETY STRATEGY #1:** SCCOE Alternative Education administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

#### *Counseling*

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors who work at various sites to support students and staff. To increase services, Alternative Education has contracted with Encompass Youth Services and Children's Behavioral Health to provide additional counseling to our programs and hired a Health Educator.

#### *Restorative Practices and Conflict Resolution*

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

#### *Threat Assessment Protocol*

The SCCOE realizes that violence can be prevented if enough is known about a student's preparatory behavior. Staff at all school sites are trained in Threat Assessment Protocols to ensure that threats of violence or of harm to one's self are identified and prevented, while at the same time ensuring that students receive the help and support that they need. The SCCOE and Alternative Education will be participating in county wide revisions of our Threat Assessment Protocols during 2025.

**SCHOOL SAFETY STRATEGY #2:** SCCOE Alternative Education Programs utilize supportive, engaging, relevant materials and courses to ensure safe school climates.

#### *Student Groups and Student Leadership*

Several school-site and inter-site student groups have been developed over the past couple of years to ensure equity of student voices and in an effort to continue to improve school connectedness. These groups include Student Leadership groups based on activities and on student wellness. One site currently runs a Gay/Straight Alliance (GSA). We are working to create an inter-site GSA as well.

#### *Sports League*

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Several schools participate in competitive team sports including volleyball, basketball, soccer, flag football, and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga.



### *Social Emotional Learning*

Educators serve diverse groups of students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' abilities to succeed in school, careers, and life. SEL focuses on five key skills: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Via Professional Development opportunities, these strategies are incorporated into daily lesson plans.

### *Healing Centered Engagement Strategies*

Healing Centered Engagement recognizes that harm and trauma affect students' abilities to learn and behave. This theory expands how we think about responses to trauma and offers a holistic approach to fostering well-being in our students.

### *Experiential Education Opportunities*

We believe that students learn best and are at their best when they are engaged with relevant material. We seek through a number of partnerships to provide a diverse set of course offerings and opportunities. Partnerships, courses, and opportunities include, but are not limited to: William James Artist Association, Santa Cruz Arts Council, Mountains2SEA, Food What!?, CTEP construction, as well as Yoga and Mindfulness.

### *College Readiness and Dual Enrollment*

Students are encouraged to dual-enroll in community college courses, and three of our school programs are located directly on Community College Campuses.

**SCHOOL SAFETY STRATEGY #3:** Effective procedures will be followed to maintain a safe physical plant and school site.

### *School Supervision and Maintenance of Buildings/Classrooms*

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. All staff members are responsible for supervision during break and lunch times. Students are allowed to leave the classrooms on a limited basis to minimize the risks of unsupervised activity. It is the practice of SCCOE Alternative Education Program to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed and repaired. Where possible, students participate in campus beautification activities (i.e. planting flowers/vegetable gardens, painting, cleanup, etc.) to increase student awareness of and interest in maintaining the school buildings and grounds. Such school beautification projects have been taken on at a number of school sites through The SCCOE Career and Technical Education Partnership (CTEP).

Administrators and designees have participated in Incident Command Training this year, and all employees have participated in our Standard Command Response System (SCRS) Trainings this year.

The school's physical facilities are well maintained and generally appear neat and clean. The school sites are painted on a cyclical basis and renovated as needed. District personnel annually examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, a full inspection of sites, paying specific attention to potential hazards, has been conducted.

## **The SCCOE Alternative Education Program:**

- Operates closed campuses, where pupils must have permission to leave the campus during school hours.
- Has closed off all unused areas of the school.
- Has minimized blind spots around each school facility.
- Has installed alarm systems on campuses where appropriate.
- Has made it a priority to keep buildings clean and maintained.
- Has located its recreation areas where they are easily observed.
- Has limited roof access by keeping dumpsters away from building walls.
- Keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Keeps the school grounds free of debris and loose rock surfaces.
- Keeps a complete list of staff members who have keys to building(s).
- Does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti-Read, Record (i.e. photograph or videotape) and Remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Provides maximum supervision in heavy traffic areas.
- Has relocated staff to be in proximity of typical trouble spots (e.g. relocate a counselor's office next to a corridor where problems have occurred).
- Offers some school-or-community-based activities for students. However, students might benefit from an expansion of after school activities.

## Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

The SCCOE Alternative Education Program maintains a copy of the LEA's Child Abuse Reporting Procedures in the main office. A copy of the Procedures is available in the Policies and Procedures section at the end of this document. Also included is a copy of the Child Abuse Reporting Form. Procedures include a description of reportable conditions, a list of mandatory reporters, deadlines for reporting, information on how to report and what to include. Also included in the Procedures is an explanation of protections afforded to Mandatory Reporters, as well as an explanation of liabilities for failing to report. All educators complete an online Mandated Reporter training, annually at the start of the school year.

## Emergency/Disaster Preparedness Training Schedule

Santa Cruz County Office of Education will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	Training: 10/20/2024, 12/05/2024, 3/12/2025, 5/07/2025
SCRS - (Reverse) Evacuation, Hall Check, Lockdown	Training: 8/08/24, 10/02/24
Earthquake Emergency Procedures	Training: 10/20/2023, 12/05/2024

### Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Upon request by the office of Emergency Services or other valid authority and upon approval by the superintendent, public agencies may be authorized to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.

### Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. (See Rules and Procedures for School Discipline section for more information)

### Procedures to Notify Teachers of Dangerous Pupils – BP 5148

As documented in Board Policy 5148, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 5148 is included in the Appendix.

### Teacher Notice of Disciplinary History

The Office of Child Welfare and Attendance shall provide to the administration of The SCCOE Alternative Education Program, information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

### Gang Affiliation

The staff at SCCOE Alternative Education Program work closely with Broad Based Apprehension Suppression and Treatment and Alternatives (BASTA) and with the local law enforcement/Gang Unit regarding all issues and matters that

are gang related. Information from the school and the community are communicated to the student's parents, if a pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs are offered to the families. Staff training in Gang Awareness/Prevention/Intervention is provided annually.

### **Nondiscrimination/Harassment Policy – BP 5145.3**

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that provide a safe school environment for all students, including specifically for LGBTQ students.

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent/Guardian Rights Handout” is provided to each parent/student annually or upon enrollment. This handout includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The LEA’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

### **Dress Code – BP 5132**

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Each school site has developed a dress code to prohibit gang-identified colors or symbols, clothing that displays/glorifies violence or drug/alcohol use, and clothing that is inappropriate for the school environment. The dress code is reviewed regularly and guidelines are presented to students and parents annually and upon enrollment. The goals of the dress code are to minimize conflict among students and minimize distractions in the classroom.

#### **Rules and Procedures for School Discipline – BP 5144**

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

##### *Discipline Policy and Code:*

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching, social problem solving, and social decision-making is now a standard feature of effective drug and violence prevention programs.

Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence. Information provided to staff by students will be taken seriously and handled in a sensitive, timely manner to minimize risk to the student who revealed it, and to assess the threat and respond appropriately.

The SCCOE Alternative Education Program uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students. The SCCOE Alternative Education Program has developed plans to promote positive behaviors on playing fields, in break areas, hallways, and assembly areas.

##### **The Rules and Procedures for School Discipline Including Suspensions and Expulsions:**

Discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Frequent communication with parents occurs in order to apprise them of issues as soon as possible to encourage their support and assistance in the resolution of the problem, and to communicate shared responsibility for student behavior. Most sites provide students and parents with a site-specific school handbook that includes school rules.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. According to West Ed: "Restorative Justice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving." RJ has been used extensively both as a means to divert people from official justice systems, and as a program for convicted offenders already supervised by the adult or juvenile justice system." In the school setting, it often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. Restorative Justice proponents often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The Director uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Staff is kept informed with current information pertaining to high-risk students. In addition, the probation department provides school administration with specific confidential notice regarding relevant offenses.

When weapons of dangerous objects are involved, law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. SCCOE Alternative Education Program employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. Child Abuse reporting regulations and procedures are routinely reviewed with staff and counselors designated to assist in case a report needs to be filed.

Cell phones are used at school sites to promote staff communication and increase site security.

### **Bullying Prevention – BP 5131.2**

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that prevent bullying for all students, including specifically for LGBTQ students.

The Santa Cruz County Office of Education participates in the Safe Schools Project, which provides a wide range of services to schools, school districts and related organizations. Professional staff is available to provide school district wide or school related professional learning experiences ranging from safe and inclusive school visioning, policy development, workshops, professional development days, staff meetings, one on one teaching guidance, curriculum development, and institutes – and we can provide this in person or online. We can provide this guidance for administrators, teachers, support staff, counselors and parents. The LGBTQ School Taskforce was recently created under this project as well.

### **Positive School Climate – BP 5137**

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

## **Continued Improvements of School Climate**

### **SCCOE Alternative Education Programs Plan To:**

- Continue to involve visiting professional artists from The William James Association, California Poets in the Schools, Santa Cruz Arts Foundation, Food What!?, and MNTS@SEA at all school sites, giving first priority to schools with higher rates of suspensions and criminal reporting.
- Provide ongoing training in Reading With Relevance Program at the middle school and high school level, especially for new teachers.
- Continue with a Professional Development Plan that centers on Equity.
- Increase levels of Career Technical Education available to students.
- Continue to strengthen the Alternative Education/Probation Partnership to ensure student safety.
- Increase Social/Emotional counseling at all school sites with a specific focus on conflict resolution.
- Increase student and parent involvement through school open house and student recognition ceremonies.
- Provide School Handbooks to all students at all sites.
- Provide ongoing staff training Conflict Resolution, Restorative Practices, and Violence Prevention

### **Uniform Complaint Procedure – BP 1312.3**

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

### **Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act**

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

### **Describe Protocols for Reporting Incidents and Referring Students for Mental Health Care**

#### **Mental Health Programs**

Assigned to the SCCOE Alternative Education Program are a school psychologist and 11 school counselors and 5 Community Organizers. Alternative Education programs contribute to mental health goals through individual and small group counseling, referral to outside agencies as necessary, site-specific counseling to address common group needs at individual school sites. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.



Suicide Prevention: Policies and procedures are in place for suicide prevention, assessment, crisis interview and intervention, and communication with parent. However, a review of policies and procedures during staff development time might prove advantageous.

Grief Counseling: Policies and procedures are in place to provide debriefing and grief counseling following any school-related incident.

## **Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school**

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz County Office of Education, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

A set of school maps indicating safe entrance and exit areas for pupils, parents and school employees is available in the main office. Site specific maps are posted at the exits of each school.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. Signs indicating the location of the office are displayed in prominent locations for the public. Students are provided with ID cards to provide easy identification to staff and law enforcement personnel. ID cards are routinely updated to provide the most current photograph of the student, and lost cards can be readily replaced.

An administrator, designee, or lead teacher may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The SCCOE Alternative Education Program will, when appropriate, exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

The SCCOE Alternative Education Program notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, The SCCOE Alternative Education Program shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCCOE Alternative Education Program Educators actively supervise student departures and arrivals, placing themselves strategically at pick-up points and bus stops. Arrival and dismissal times are staggered at sites in close proximity to each other to ensure safety. SCCOE Education Program Educators keep law enforcement apprised of any schedule changes.

## Standard Command Response for Schools Protocol

### Purpose of ISCRS:

- Standardizes and shares a common group of clear, initial responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.
- Accounts for the “in Loco Parentis” responsibilities of school staff, i.e., the legal and ethical responsibility to “stand in the place of the parents” for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn’t impact or alter police/fire response.

### Santa Cruz Standard Command Response for Schools Protocol:

The approach to training schools on the Santa Cruz Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

#### EVACUATION

- o Removing students and staff from dangerous situations inside a building.
- o Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
- o Movement must be safe, controlled and intentional.

#### REVERSE EVACUATION

- o Removing students and staff from dangerous situations outside a building.
- o This command response can be used for the following: Dangers on the playground or outside, Law enforcement activity or other emergencies.
- o Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

#### HALLCHECK

- o Detecting and protecting from potential threats or other emergencies while continuing instruction

- o Procedure for responding to lower level threat/emergencies inside a school
- o Focus on a high level of active awareness
- o Examples of when this command response would be used:
  - o Disruptive person,
  - o unknown person on campus,
  - o out of control student,
  - o medical issue or
  - o Any other unknown situation in and/or around a school building.

#### LOCKDOWN - MOVE/SECURE/DEFEND

- o Procedures for staff and students to respond to an imminent threat or active violence inside a school.
- o Options based approach that allows each individual to process information and make a decision.

#### Move-Secure-Defend – Quick Reference

The Move-Secure-Defend model describes protective actions taken by teachers and staff (school stakeholders) to keep students safe while executing a Lockdown protocol. The Move-Secure-Defend model is an options-based approach. Teachers and staff are entrusted to act in the safest manner for themselves and their students. They are authorized to adapt based on situational awareness (active awareness). Situational Awareness is the use of your senses – stop, look, listen, smell, and feel, in order to gather information and then act as warranted (informed decisions).

Move- Move away from danger to a place of safety using intentional movements.

- Have a specific safe location as the goal of your movement.
- Move with intention and purpose from transition point to transition point (e.g., classroom to doorway, doorway to hall intersection, etc.).
- Stop at each transition point and reassess – proceed if reasonable, adapt if necessary. Safety, not speed, is the goal.

Secure- Secure spaces quickly and completely with an emphasis on preventing entry. Note: securing your space generally is the safest option.

- School staff will secure classrooms by locking the door and may include barricading the entrance.
- Once secured, occupants of the room may be moved to designated safe areas in the room away from views from interior hallways and windows.
- Occupants of a classroom should look for cover (preferred) or concealment. Cover is behind something that can stop bullets. In addition to concealing you, it provides protection from being shot. Concealment is being behind something that prevents a bad guy from seeing you but won't stop bullets. You can't be seen, but you are still vulnerable.
- Close interior window coverings, if practicable and safe.
- If in a common space move to available securable space and secure it.
- If securable space is not readily available, move with students out of the building to the predesignated off-site location.
- If outside the building, at the initiation of a lockdown, move to the predetermined offsite location.
- Do not open secured doors until it is opened by responders or the designated all clear signal has been given.

Defend- Defend aggressively as your life may depend on it. Defense should be the last available option, but once started incapacitation of the shooter is the goal. Use pre-planned or improvised weapons to assist in the defense of yourself or others, e.g., a bat, golf club, fire extinguisher, etc.

## Instructional Continuity Plan

*“an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency.... The plan shall include all the following:*

*(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide support for pupils’ social-emotional, mental health, and academic needs.*

### *Background:*

CA Senate Bill 153 requires California school districts to include an instructional continuity plan within their comprehensive school safety plans starting July 1, 2025. This plan includes communication with students and families, instructional delivery, student support, and implementation of the plan.

### *Communication and Student Support:*

As soon as possible and within five days the Santa Cruz County Office of Education Alternative Education programs will communicate with families and students through various modes of communication. We will have district/countywide communication come from our superintendent or designee, who will email/send through our communication application. This countywide communication will cover updates regarding the emergency and available student and family support offered throughout the county. Specifically, these communications will include any necessary details regarding shelter, food banks, and mental health resources.

On a site level, our school teams will reach out directly to students and families to establish two way communication to ensure all families are connected to school and aware of the communication and resources being offered countywide. Through this communication, school teams will establish a feasible mode of academic engagement during this time.

*(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.”*

### *In-person or Remote Instruction:*

As soon as possible and within 10 instructional days, students and families will have access to either in-person or remote instruction. We have prepared independent studies/remote instruction packets both online or paper-based that can be tailored for individual students. Families will have the opportunity to participate in in-person instruction at their current school if possible or at a different school site if necessary due to the emergency. Our Resource Teachers will also check in with their students and provide support for students with IEPs. Every effort will be made to continue special education services during emergencies. During this time both district/countywide and site-based communication outlined above will continue.

## **Adaptations for Students with Disabilities**

Our school is committed to ensuring the safety and well-being of all students, including those with disabilities. This section outlines specific adaptations and procedures to address the unique needs of students with disabilities during emergency situations.

**Individualized Plans:** Adaptations will be individualized based on each student's specific needs, as outlined in their Individualized Education Program (IEP) or 504 Plan.

**Collaboration:** Close collaboration will occur between school staff, students, families, and special education personnel to develop and implement effective adaptations.

**Communication:** Clear and consistent communication plans will be established and implemented to ensure all staff are aware of individual student needs and emergency procedures.

**Regular Review and Updates:** This section will be reviewed and updated annually to reflect changes in student needs and best practices.

### **Specific Adaptations**

#### *Mobility Impairments:*

Designated evacuation routes and assistance personnel for students using wheelchairs, walkers, or other mobility aids.  
Evacuation chairs or other equipment for students who cannot use stairs.  
Assistive devices (e.g., ramps, elevators) will be maintained and readily accessible.

#### *Sensory Impairments:*

Visual cues (e.g., flashing lights, visual alarms) for students with hearing impairments.  
Tactile warnings and alternative communication methods (e.g., vibrating devices) for students with visual impairments.  
Quiet areas designated for students who experience sensory overload during drills or emergencies.

#### *Cognitive Impairments:*

Simplified instructions and visual aids for students with cognitive disabilities.  
Peer buddy systems or assigned staff support during emergencies.  
Rehearsal of emergency procedures to help students understand expectations and build familiarity.

#### *Medical Conditions:*

Emergency action plans for students with medical conditions (e.g., asthma, diabetes, seizures), including access to medications, emergency contact information, and designated personnel will include:  
Procedures for administering medications during emergencies.  
Communication plans with medical professionals and families.  
Communication and Assistive Technology:\*\*  
Augmentative and alternative communication (AAC) devices will be utilized as needed.  
Assistive listening devices will be available for students with hearing impairments.  
Communication boards or other visual supports will be used to assist students with communication challenges.

#### *Staff Training and Drills*

All staff will receive training on the specific adaptations for students with disabilities outlined in this plan.  
Emergency drills will be conducted regularly, incorporating the specific adaptations for students with disabilities.  
Feedback from students, families, and staff will be gathered after each drill to identify areas for improvement.

#### *Communication and Collaboration*

Regular communication will occur between school staff, students, families, and special education personnel regarding emergency procedures and adaptations.  
Family input will be sought in the development and implementation of individualized emergency plans.

### *Documentation*

This plan will be reviewed and updated annually.

Records of staff training, drills, and any modifications to the plan will be maintained.

## **Opioid Prevention and Life-Saving Response Procedures**

Our school is committed to the health and safety of all students and staff. This section outlines procedures for responding to potential opioid overdoses and other life-threatening emergencies.

### **Opioid Overdose Recognition and Response**

#### *Signs and Symptoms*

Staff will be trained annually to recognize the signs and symptoms of an opioid overdose, including:

- Unconsciousness or unresponsiveness
- Slow, shallow breathing (or no breathing)
- Blue or gray coloring of the lips and/or fingertips
- Pinpoint pupils
- Gurgling sounds

#### *Opioid Overdose Prevention Education*

Age-appropriate education on the dangers of opioids and the importance of seeking help for substance use disorders will be provided to students. Information on available resources for substance abuse prevention and treatment will be disseminated to students and families. Naloxone and written instructions for use will be available in all classrooms.

#### *Stigma Reduction*

Promote a culture of understanding and support for individuals struggling with substance use disorders.

Encourage open communication and help-seeking behavior.

#### *Immediate Action*

Call 911 immediately.

If available and trained personnel are present, administer naloxone (Narcan) as per manufacturer instructions and local protocols. Begin rescue breathing (if necessary) and monitor the individual until emergency medical services arrive.

#### *Naloxone Availability*

Information on the availability and location of naloxone on campus will be clearly communicated to all staff.

Trained personnel will have access to naloxone kits.

#### *Life-Saving Response Procedures*

##### *CPR/AED Training*

All staff will be trained in CPR and the use of an AED (Automated External Defibrillator).

##### *First Aid*

First aid kits will be readily accessible and properly stocked.

#### *Record Keeping and Reporting*

Records of staff training, naloxone distribution, and emergency response drills will be maintained at the COE.

#### *Collaboration and Resources*

Collaborate with local public health agencies, law enforcement, and community organizations to access resources and support for opioid overdose prevention and response. Utilize resources from the California Department of Public Health (CDPH) and other relevant agencies.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

The SCCOE is committed to providing a safe and secure learning environment for all students and staff. This section outlines procedures for responding to incidents of dangerous, violent, or unlawful activity on campus.

### **Threat Assessment and Reporting**

#### *Identification and Reporting*

All staff members are responsible for identifying and reporting any potential threats of violence or unlawful activity. This includes:

- Verbal threats
- Written threats (including online threats)
- Suspicious behavior
- Possession of weapons or other dangerous objects

#### *Threat Assessment Team*

A designated threat assessment team will be responsible for evaluating threats and determining appropriate responses. The team will follow established protocols for threat assessment, including gathering information, conducting interviews, and developing safety plans.

### **Emergency Response Procedures**

#### *Immediate Action*

- Call 911 immediately in the event of an active threat or imminent danger.
- Follow SCRS procedures:
- Secure classrooms or designated safe areas.
- Maintain silence and remain calm.
- Follow instructions from school officials or law enforcement.

#### *Communication*

Utilize the school's emergency notification system (e.g., phone calls, emails, text messages) for staff and families.

### **Crisis Intervention and Support**

#### *Counseling Services*

Provide access to counseling services for students and staff who may be experiencing emotional distress or trauma following a crisis. Develop and implement crisis intervention plans to support the emotional and social-emotional needs of students and staff.

#### *Family Support*

Communicate with families regarding the incident and provide information on available support resources.

### **Prevention and Intervention**

#### *Bullying Prevention*

- Implement effective bullying prevention programs to address and prevent bullying behavior.
- Create a positive school climate that promotes respect, inclusivity, and empathy.

#### *Conflict Resolution and Restorative Practices*

- Teach students effective conflict resolution skills to help them resolve disagreements peacefully.
- Provide staff with training on conflict resolution and de-escalation techniques.

#### *Mental Health Awareness*

Promote mental health awareness among students and staff.

Provide resources and support for students experiencing mental health challenges.

*Record Keeping and Reporting*

All incidents of dangerous, violent, or unlawful activity will be documented and reported according to school district policy and legal requirements. Records of threat assessments, emergency responses, and staff training will be maintained.



## **Appendix**

**Board Policy 5141.4 Child Abuse Prevention and Reporting**

**Board Policy 3516 Emergencies and Disaster Preparedness**

**Board Policy 5144.1 Suspension and Expulsion/Due Process**

**Board Policy 4158 Employee Security/Teacher Notification**

**Board Policy 5145.3 Nondiscrimination/Harassment**

**Board Policy 5132 Dress and Grooming**

**Board Policy 5144 Discipline**

**Board Policy 5131.2 Bullying Prevention**

**Board Policy 5137 Positive School Climate**

**Board Policy 1312.3 Uniform Complaint Procedure**

## **CHILD ABUSE PREVENTION AND REPORTING**

The County Board of Education recognizes the Santa Cruz County Office of Education's (COE's) responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The COE's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain the student's right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also may include training in self-protection techniques.

The County Superintendent or designee shall seek to incorporate community resources into the COE's child abuse prevention programs. To the extent feasible, the County Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The County Board recognizes that child abuse has severe consequences and that the COE has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The County Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the County Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

*Adopted: 10/16/2014*

Policy  
adopted:  
**Business and Noninstructional Operations**

**SANTA CRUZ COUNTY OFFICE OF EDUCATION**  
Santa Cruz, California  
BP 3516(a)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516.3 - Earthquake Emergency Procedure System)*

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 3513.3 - District Police/Security Department)*

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such

agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

BP 3516(b)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

### *Legal Reference:*

#### EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

#### CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

#### GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

#### CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

#### CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

#### CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

#### UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

*Management Resources: (see next page)*

## EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

#### CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

#### FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

#### WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5144.1

### Students

### SUSPENSION AND EXPULSION/DUE PROCESS

The Santa Cruz County Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.2 - Bullying)*

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

*(cf. 5112.5 - Open Closed Campus)*

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

### **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

*(cf. 5138 - Conflict Resolution Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6142.4 - Service Learning Community Service Classes)*

*(cf. 6164.2 - Guidance Counseling Services)*

*(cf. 6164.5 - Student Success Teams)*

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion Due Process (Students with Disabilities))*

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

BP 5144.1



## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

*(cf. 0460 - Local Control and Accountability Plan)*

### *Legal Reference:*

#### EDUCATION CODE

212.5 Sexual harassment  
233 Hate violence  
1981-1981.5 Enrollment of students in community school  
8239.1 Prohibition against expulsion of preschool student  
17292.5 Program for expelled students  
32261 Interagency School Safety Demonstration Act of 1985  
35145 Open board meetings  
35146 Closed sessions (regarding suspensions)  
35291 Rules (for government and discipline of schools)  
35291.5 Rules and procedures on school discipline  
48645.5 Readmission; contact with juvenile justice system  
48660-48666 Community day schools  
48853.5 Foster youth  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
48980 Parental notifications  
49073-49079 Privacy of student records  
52052 Numerically significant student subgroups  
52060-52077 Local control and accountability plan  
64000-64001 Consolidated application

*Legal Reference continued: (see next page)*

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### *Legal Reference: (continued)*

#### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

#### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas: means of production

#### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

#### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

#### LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

#### PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person: attendance during testimony of witness

*Legal Reference continued (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### Legal Reference: (continued)

#### WELFARE AND INSTITUTIONS CODE

729.6 Counseling

#### UNITED STATES CODE, TITLE 18

921 Definitions, firearm

#### UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

#### UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

#### COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal. App. 4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops. Cal. Atty. Gen. 146 (2001)

80 Ops. Cal. Atty. Gen. 348 (1997)

80 Ops. Cal. Atty. Gen. 91 (1997)

80 Ops. Cal. Atty. Gen. 85 (1997)

### Management Resources:

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crde-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:

<http://www2.ed.gov/about/offices/list/ose/osh/>

# **Superintendent Policy**

## **Employee Security**

SP 4158

### **Personnel**

The Santa Cruz County Superintendent of Schools desires to provide a safe and orderly work environment for all employees. As part of the Santa Cruz County Office of Education's comprehensive safety plan, the County Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the County Superintendent or designee immediately. As appropriate, the County Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The County Superintendent or designee may pursue legal action on behalf of an employee against a student or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on Santa Cruz COE property, at a school or COE activity, or in retaliation for lawful acts of the employee in the performance of their duties. (Education Code 48904, 48905)

The County Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The County Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The County Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

### **Use of Pepper Spray**

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the County Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

### **Reporting of Injurious Objects**

The County Superintendent requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal or designee immediately
2. Immediately notify the principal or designee, who shall take appropriate action
3. Immediately call 911 and the principal or designee

When informing the principal or designee about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

#### **Legal Reference:**

##### **EDUCATION CODE**

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

##### **CIVIL CODE**

51.7 Freedom from violence or intimidation

##### **CODE OF CIVIL PROCEDURE**

527.8 Workplace violence safety

#### GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

#### PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

#### WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

#### COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

#### Management Resources:

##### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/lss/ss>

## **SANTA CRUZ COUNTY OFFICE OF EDUCATION**

Santa Cruz, California

BP 5145.3

### **Students**

#### **NONDISCRIMINATION/HARASSMENT**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Santa Cruz County Board Of Education desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging

unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1330 - Use of Facilities)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)



(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
49060-49079 Student records  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

##### PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

##### UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

##### UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975  
12101-12213 Title II equal opportunity for individuals with disabilities  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability: complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
104.8 Notice  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Prohibition of discrimination based on age  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

#### Management Resources:

##### CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

##### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

##### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

##### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

##### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

##### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5132

### Students

#### DRESS AND GROOMING

The Santa Cruz County Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

*(cf. 4119.22 4219.22 4319.22 - Dress and Grooming)*

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

*(cf. 5145.3 - Nondiscrimination Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 5145.2 - Freedom of Speech Expression)*

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

**Adopted: November 19, 2020**

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

*(cf. 5144 - Discipline)*

### **Gang-Related Apparel**

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 5136 - Gangs)*

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

### **Uniforms**

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

*Legal Reference: (see next page)*

## **DRESS AND GROOMING (continued)**

### *Legal Reference:*

#### EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

#### COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)  
827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

**DISCIPLINE**

The County Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The County Superintendent of Schools or designee shall approve for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

County Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, County Board policy, and administrative regulations. The County Board may review, at an open meeting, the approved school discipline rules for consistency with County Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the Santa Cruz County Office of Education's nondiscrimination policies.

The County Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills.

implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

The County Superintendent or designee may report to the County Board regarding disciplinary strategies used in each school in the immediately preceding school and their effect on student learning.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49901)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment (Education Code 49901)

*Adopted: 10/16/2014*

Regulation  
approved:  
Students

## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California  
BP 5131.2

### BULLYING

The County Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

*(cf. 5145.3 - Nondiscrimination Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*

#### Examples of Prohibited Conduct

*Bullying* is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational, involves repetition or potential repetition of a deliberate act, and includes, but is not limited to, any act described in Education Code 48900(r).

*Cyberbullying* includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of prohibited conduct that may constitute bullying include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles.

BP 5131.2



## **BULLYING (continued)**

### **Measures to Prevent Bullying**

The County Board encourages the involvement of students, parents/guardians, staff, social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

The County Board incorporates any strategies developed by the County Superintendent of Schools implementing this policy, which may include, but are not limited to:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about county office of education (COE) and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so
6. Providing professional development to all school staff who have regular interaction with students, including information regarding staff's obligation to prevent discrimination, harassment, intimidation, and bullying of students and annually making available the California Department of Education's online training module on the dynamics of bullying and cyberbullying pursuant to Education Code 32283.5
7. Providing students with instruction, as appropriate, that promotes social-emotional learning, effective communication skills, conflict resolution skills, and appropriate online behavior and teaches students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice

**BULLYING (continued)**

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable COE and school plans.

*(cf. 0460 - Local Control and Accountability Plan)*

**Complaints**

Any complaint of bullying shall be submitted to and investigated by the individual(s), position(s), or unit(s) designated by the County Superintendent and, if determined to be discriminatory, shall be resolved in accordance with law and BP 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

*(cf. 1312.3 - Uniform Complaint Procedures)*

**Discipline/Corrective Actions**

A victim of bullying, witness, perpetrator, or other student affected by an act of bullying may be referred to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

In addition, corrective actions for a student who commits an act of bullying may include behavioral intervention and education and, if the behavior is severe or pervasive, may include notification of the student's parent/guardian, suspension or expulsion, and/or referral to law enforcement.

*Legal Reference: (see next page)*

## **BULLYING (continued)**

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

48900-48925 Suspension or expulsion

48985 Translation of notices

52066-52069 Local control and accountability plan

#### PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices; threats to safety

#### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

#### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

#### CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

#### COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

*Management Resources: (see next page)*

## BULLYING (continued)

### Management Resources:

#### CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs,

Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming  
Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement,  
2009

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

##### Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve,  
2008

Bullying at School, 2003

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex, Race, Color and National Origin, and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

**Santa Cruz  
County  
Board of  
Education**

Board Policy  
BP 5137  
Students

**Positive School Climate**

\*\*\*Note: The following optional policy may be revised to reflect district practice.\*\*\*

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

*Board Approved: February 20, 2020*

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6142.92 - History-Social Science Instruction)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)  
(cf. 5126 - Awards for Achievement)  
(cf. 5131.5 - Vandalism and Graffiti)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6020 - Parent Involvement)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence,

including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Legal Reference:

##### EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

#### Management Resources:

##### CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003 Creating Safe and Drug-Free Schools: An Action Guide, 1996

##### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls> National School Safety Center:

<http://www.schoolsafety.us> U.S. Department of Education, Office of Safe and Healthy Students:

<https://www2.ed.gov/about/offices/list/oese/oshs>

(3/93 2/95) 3/08)

**Community Relations**  
**UNIFORM COMPLAINT PROCEDURES**

**BP 1312.3**

The Governing Board recognizes that the COE has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The COE shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination, harassment, intimidation or bullying and shall seek to resolve those complaints in accordance with the uniform complaint procedures.

The COE shall follow uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying in COE programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used when addressing complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects every individual's right to privacy. Discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The County Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The County Board encourages the early, informal resolution of complaints at the site level whenever possible.

The County Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate the process. The



Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations

The COE's Williams uniform complaint procedure, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Local Control Funding Formula
5. Local Control Accountability Plan

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime: definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6377 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

# UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM COMPLAINANT CONTACT INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ School/Office of Alleged Violation \_\_\_\_\_

I am filing this complaint on behalf of: ☐ myself ☐ my child/student ☐ another child/student ☐ a group

## **BASIS OF COMPLAINT**

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Consolidated Categorical Aid                               | <input type="checkbox"/> Migrant Education           | <input type="checkbox"/> Economic Impact Aid       |
| <input type="checkbox"/> Career/Technical Education   | <input type="checkbox"/> Homeless   | <input type="checkbox"/> Special Education           | <input type="checkbox"/> Title I through Title VII |
| <input type="checkbox"/> Child Care and Development   | <input type="checkbox"/> Retaliation against Complainant                            | <input type="checkbox"/> School Safety Plan          |  |
| <input type="checkbox"/> Special Education  | <input type="checkbox"/> Pupil Fees for Educational Activities                      | <input type="checkbox"/> Child Nutrition             |  |
| <input type="checkbox"/> Foster Youth   | <input type="checkbox"/> Lactating Pupil Accommodations                             | <input type="checkbox"/> English Learner Education   |  |
| <input type="checkbox"/> Local Control Accountability Plan (LCAP)   | <input type="checkbox"/> Course without Educational Content or Previously Completed |  |  |
| <input type="checkbox"/> Former Juvenile Court Student or Child of Military Family (Award of Course Credit) |   |  |  |
| <input type="checkbox"/> After School Education and Safety  | <input type="checkbox"/> Agriculture Vocational Education                           | <input type="checkbox"/> Regional Occupation Centers |  |
| <input type="checkbox"/> Peer Assistance Review for Teachers  | <input type="checkbox"/> Tobacco-Use Prevention Education                           | <input type="checkbox"/> Compensatory Education      |  |

For complaints of discrimination, harassment, intimidation, and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Sex  | <input type="checkbox"/> Sexual Orientation          |
| <input type="checkbox"/> Gender   | <input type="checkbox"/> Gender Identity             |
| <input type="checkbox"/> Gender Expression  |  |
| <input type="checkbox"/> Ancestry   | <input type="checkbox"/> Ethnic Group Identification |
| <input type="checkbox"/> Race or Ethnicity  |  |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Immigration Status          |
| <input type="checkbox"/> Nationality  |  |
| <input type="checkbox"/> National Origin  | <input type="checkbox"/> Religion                    |
| <input type="checkbox"/> Age  |  |
| <input type="checkbox"/> Parental Status  | <input type="checkbox"/> Marital Status              |
| <input type="checkbox"/> Physical or Mental Disability  |  |
| <input type="checkbox"/> Genetic Information  | <input type="checkbox"/> Pregnancy                   |
| <input type="checkbox"/> Association with a person or group with one or more of the actual or perceived categories listed above |  |

\*For complaints alleging noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities or noncompliance with the legal requirements pertaining to the Local Control Accountability Plan (LCAP), the complaint can be filed anonymously if the complaint provides enough evidence or information leading to evidence to support an allegation of noncompliance and to allow an appropriate investigation. However, if the complainant wishes to receive a copy of the County Office of Education's decision in response to the complaint, the complainant's contact information requested above must be provided.

Please complete the following to the best of your ability.

1. Please describe with as much detail as possible the facts underlying your complaint.  
(Attach additional sheets of paper if you need more space and attach any supporting or relevant documentation.)  
Provide details such as the names of those involved, the dates an incident or incidents occurred, whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to the complaint investigator.

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2. Please describe what steps, if any, you have taken to resolve this issue before filing this complaint. Have you attempted to discuss this issue with the person about whom you are complaining or with other COE personnel? If so, with whom and what was the result?

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3. Please describe your desired outcome or remedy so as to assist the complaint investigator in attempting to satisfactorily resolve your complaint, should you choose to participate in Mediation.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

This complaint form must be submitted to the Santa Cruz County Office of Education's Compliance Officer at the address listed below unless the complaint alleges noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities. In such cases, this complaint form may be submitted to your school site administrator. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date of the alleged discrimination, harassment, intimidation, or bullying, or six months from the date the complainant first obtained knowledge of the facts of the discrimination, harassment, intimidation, or bullying. Complaints alleging noncompliance with the legal prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities must be filed not later than one year from the date the alleged violation occurred. Complaints will be investigated in a manner that protects the integrity of the process and the confidentiality of the parties to the extent that the investigation of the complaint is not obstructed. The COE's governing board prohibits any form of retaliation against any person for the filing of a complaint or participation in the complaint process.

Once completed, please deliver your complaint and any attachments to:

**Troy Cope**  
**400 Encinal Street**  
**Santa Cruz, CA 95060**  
**(831) 466-5751**

The COE will investigate and report its decision to the complainant within 60 calendar days of the COE's receipt of the complaint per The COE's Uniform Complaint Procedures found at Board Policy and Administrative Regulation 1312.3. The complainant has the right to appeal the COE's final decision to the California Department of Education, or to the State Superintendent of Public Instruction for complaints alleging noncompliance with the legal requirements pertaining to the LCAP, within 15 calendar days of receiving the decision.



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

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

Sept.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

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

Nov.	M	T	W	TH	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Dec.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Feb.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

Mar.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

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

June	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				



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

2025	M	T	W	TH	F
July					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Aug.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Sept.	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
Oct.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Nov.	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Dec.	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

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

LEGEND	
	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Winter/Spring Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)

2026	M	T	W	TH	F
Jan.					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Feb.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Mar.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			
Apr.					
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
May					
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
June					
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

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



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Santa Cruz County Office of Education	Denise Guerra-Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Career Advancement Charter (CAC) was authorized as a dependent charter of the Santa Cruz County Office of Education Alternative Program to provide a re-entry high school diploma and career technical education (CTE) opportunities for adult students. The CAC started in the fall of 2017 offering services at three locations; Corrections, the COE, and Sequoia Schools. Currently, the CAC has expanded to serve adult students at seven locations countywide, and is seeking to increase capacity to provide students with access to job skills literacy, career exploration, and CTE opportunities in the coming year. We are pleased to share that the CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. This accreditation process was a meaningful experience for our CAC community and is an honorable validation of the work that we do.

Santa Cruz County is located on the central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county encompasses the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part.

We believe that the educational success of our adult students is dependent upon quality and innovative instructional programs, removing barriers of access to education and career, and active community engagement. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate a robust learning environment and shape programming to reflect current community needs.



CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be; effective problem solvers who examine information in a variety of ways, critical and creative thinkers who analyze information and apply knowledge to solve problems, and effective communicators who demonstrate skills through reading, writing, speaking, listening and presenting. Our students are resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the community, and developing an awareness of their own social/emotional needs. They are leaders in their communities who have agency to advocate for themselves and their families.

The CAC is a non-classroom based Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative and welcoming learning experiences. All services are free and programs are provided at multiple locations within Santa Cruz County.

The CAC has small sites located across the county that include: the Main Jail, the County Office of Education in Santa Cruz, the Rountree Correctional Facility, the Probation Services Center North and South, and Sequoia Schools. Each site provides a small specialized educational team who offers instruction and effective case management to connect resources and ensure local access for all students.

Most CAC students are enrolled for less than one full academic year before they either complete the diploma, or have to leave temporarily due to other life responsibilities. The majority of CAC students are determined adults who have not had prior success in high school due to numerous barriers. Many CAC students are parenting and are in need of childcare, are working full-time, and rely on insufficient transportation resources. For these reasons, CAC students prefer the flexibility of an Independent Study instructional format.

CAC teachers and staff communicate regularly with students. Students are encouraged to remain focused, on-track and to persist with the goal of obtaining a high school diploma, despite the numerous challenges that our adult learners face. CAC students respond positively to frequent phone calls, texts, individualized coaching, tutoring, small group meetings and bilingual delivery in English and Spanish. Teachers in the correctional facilities work with the Corrections Department to identify students who have not yet obtained a high school diploma and assist them to enroll in our Adult Independent Study program.

Each student meets with their teacher at least once per week for a progress check, instruction and an attendance review. The rate of progress that a student makes each semester varies. On average, students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and other life responsibilities.

Adult students return to earn their high school diploma or equivalency for many reasons. We have developed an orientation process that ensures each student has an opportunity to meet with an intake counselor prior to enrollment to determine their strengths and needs. A careful transcript review is completed for each student to build on the accomplishments already achieved by each individual and identify next steps. Our intake leads are intentional in welcoming our new students, providing a space to set goals and encourage them. Students complete a questionnaire, provide a short writing sample, and complete the CASAS assessment before meeting their instructor. This information is valuable to the instructional team in planning their relational and curricular approach. We are an innovative and focused team committed to serving adult learners in Santa Cruz County.



## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard is not an accurate demonstration of the progress our students make annually in the Career Advancement Charter. Local data provides a more holistic demonstration of the success that our students accomplish.

Our participation with the Greater Opportunities for Adult Learning Consortium has strengthened our collaboration with our Adult Ed partners, including the Workforce Development Board, local school districts, and the community college. In addition to the regularly scheduled Board meetings, this school year we added a collaborative work meeting to the calendar. The partnership and space for networking and collaboration has been beneficial.

One of our greatest successes this past academic year is the implementation of a seamless student intake and orientation process. We have strengthened this student onboarding process over the past two years and we have now built a system that is student centered and staff supported. This academic year we have had more CAC students transition to ESL classes, non-credit courses, and dual enrollment courses at the community college.

A slight increase in our pre and post-test of CAC students demonstrated literacy gains in the Comprehensive Adult Student Assessment Systems (CASAS). We were marginally successful in testing implementation and the results clearly indicate that students are improving in the Educational Functional Level (literacy and math) gains, which are vital to success in the school as well as work setting. With intentional collaboration between our Transition Specialist and our instructional staff, we have made great progress in creating a system for pre and post assessment administration. However, we have identified a need to complete more post-testing for students as they are exiting the CAC. The CASAS assessment has guided the development of varied instructional approaches to support our adult learners. In support of these approaches, we offer weekly Student Learning Sessions in the evenings. Student Learning Sessions are offered in the following areas: Foundational Math Support, Writing Support, Digital Literacy, Personal Learning Plan Development, and Career Skills. Through our CASAS staff trainings, our teachers and staff have gained the ability to effectively use assessment data to inform instruction and support post-secondary transition efforts.

A programmatic success includes the CAC program at the Adult Probation Success Centers in North and South County, with successful enrollments each month. We continue to provide services in the correctional facilities, with students earning their high school diplomas throughout the school year. We have expanded our program services to include an annual career fair to expose our adult students and alumni to a variety of careers and to allow them the opportunity to connect with professional community members and leaders in these career pathways. This year, 30 career professionals, local organizations, agencies, and educational institutions came together to share advice and information to our students on resources available to assist them as they pursue their career, educational, and personal goals.

All seven sites exceeded enrollment projections throughout the 23-24 school year and maintained strong attendance overall which we attribute to the approach all staff apply towards supporting each student to participate. All newer staff were guided to conduct ongoing qualitative assessments of student demographics and learning styles in efforts to sustain a highly welcoming and safe school environment. Ongoing training and support was offered in the areas of: culturally relevant career readiness, effective teaching strategies, improving outreach and enrollment, fostering an inclusive school community and building cultural proficiency. CAC staff foster a respectful and inclusive school culture, with a focus on academic success and social emotional wellness.

Teachers were able to provide individualized assignments based on transcript needs, providing weekly feedback and new assignments. Learning experiences are designed to meet the needs of all students including those who qualify for special education, multilingual learners, those experiencing homelessness, students with exceptional needs, and those requesting mental health support.

This year, we continued the implementation of our Ventures ESL curriculum. ESL Ventures pilot has been successful so far and we have purchased additional materials to expand the curriculum offerings at the Probation Success Centers (North and South). This curriculum is aligned with the CASAS assessment. Teachers are reporting that students are engaged with the material. We have a range of materials available for students from the Basic level to Level 5 (transition support). The online component is user-friendly and engaging. We have offered two sections of ESL at our Sequoia Schools location this school year. Classes have been well attended. Additionally, we offer two Plazas Comunitarias (Spanish literacy) classes each week.

All students who needed a computer and/or access to internet connectivity continue to be issued appropriate devices. The CAC has maintained a steady supply of machines to distribute to incoming students as well as to replace devices as needed.

In the 23-24 school year, the CAC served 361 students in our school settings as well as in correctional facilities. Of these students, a total of 100 graduated with a high school diploma or earned their high school equivalency.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Career Advancement Charter continues to be eligible for comprehensive support and improvement.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The CAC will continue to investigate areas in need of attention, specifically the graduation rate. The CSI plan for the CAC has been developed through support with the Santa Cruz COE, CAC staff, and student input. Data collection and analysis are critical components of investigating our current graduation rate as well as identifying strategies for improvement. Persistence data will be critical to accurately measure the level of engagement in our adult students, while also understanding that some students will have to pause their studies to give attention to other responsibilities. We will continue to work closely with community partners as contributing stakeholders as well.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CAC administration and leadership team will participate in the implementation and will monitor and evaluate the effectiveness of the CSI plan. We will use various data sources, including the CA School Dashboard, CASAS data, as well as local data around persistence, attendance, enrollment, and credit accrual. Additionally, we will use established metrics to monitor program efficacy, with a particular focus on postsecondary opportunity data. Ensuring that data is reviewed quarterly will promote program evaluation on a regular basis so that adjustments can be made as needed.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Consult with teachers, administration, school personnel	We actively sought input from teachers, administration, and school personnel through a comprehensive consultation process. We employed various methods to ensure thorough and inclusive feedback. Surveys were distributed to gather quantitative and qualitative data, capturing a wide range of perspectives. Additionally, we conducted meetings where stakeholders could voice their opinions and discuss concerns in a collaborative environment. Open lines of communication were maintained throughout the process, encouraging ongoing dialogue and transparency. We reviewed and analyzed the collected data to identify trends and insights, ensuring that our plan reflects the collective vision and needs of our school community. This inclusive approach ensures that our school plan is both representative and effective, fostering a collaborative spirit and commitment to continuous improvement.
Consult with students	Focused on a strong student-centered approach, we actively sought input from our students through various channels. Surveys were distributed to capture their feedback on key areas, ensuring their voices were heard. Student conferences provided a platform for more in-depth conversations, allowing us to understand their perspectives, needs, and challenges better. Our Student Advisory committee, comprising student representatives, has been established to ensure continuous involvement in the decision-making process. Regular meetings and open lines of communication were maintained, fostering an environment where students felt empowered to share their ideas and concerns. This approach ensured that our school plan is

Educational Partner(s)	Process for Engagement
	reflective of the students' views and aspirations, promoting a collaborative and inclusive school culture.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback has indicated student interest in increasing career exploration courses to support them in transitioning to or advancing in the workforce. Students also would like an increase in the credit limit, for those who would like to receive their high school diploma sooner. In order to increase our capacity of services for our students, the following aspects of the LCAP were directly influenced by stakeholder engagement and input: Transition Support, Instructional Aide Support, professional learning opportunities for staff, childcare services, food distribution services, counseling services, continued collaboration with CTE to increase career technical education opportunities, ESL courses for multilingual learners, enrichment opportunities, and continued purchasing of relevant instructional materials. We will continue to strengthen our outreach efforts in the upcoming school year.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Graduation Rate	54.8%			70%	
1.2	Post-secondary Transition Rate (Placement/Graduated Students)	36.7%			70%	
1.3	CASAS EFL (Educational Functioning Level) gains	50%			80%	
1.4	Percent of students earning 45 or more credits per year (Students/ADA)	16.1%			30%	
1.5	Percent of students earning a HSD or HSE annually (Diplomas/ADA)	63%			80%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Comprehensive Assessment Strategies and Implementation	Implement a comprehensive assessment strategy that includes formative and summative assessments to monitor and support student progress in Math and English proficiency, job skills literacy, and readiness for post-secondary opportunities. Testing platforms include CASAS, ALEKS, ESL,	\$25,000.00	No
1.2	Bilingual Instructional Support	Provide bilingual instructional support for CAC students to expand educational interventions and support, including one to one tutoring, assist with resource inventory, manage student learning center	\$95,743.00	Yes
1.3	Provide ESL Classes	Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	\$28,070.00	Yes
1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	\$66,160.00	No



Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	Retain current staffing and increase teacher by 1.0 FTE program-wide. Start the 24/25 school year with 7.0 FTE	\$106,778.00	No
<b>1.6</b>	Bilingual Community Organizer	Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.	\$45,491.00	Yes
<b>1.7</b>	Senior Instructional Support	Support students, staff, and program with direct service and referrals. Lead data collection, entry, and analysis	\$17,197.00	No
<b>1.8</b>	Purchase Instructional Materials	Purchase instructional materials in English and Spanish for use in a variety of instructional settings including Corrections, Independent Study formats, ESL courses, and online formats	\$50,000.00	No
<b>1.9</b>	High School Equivalency Administration (HiSet)	Expand opportunities for students, particularly in the locked and Adult Probation facilities, to access the HiSet proficiency exam	\$14,705.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Staff Learning	Provide ongoing learning opportunities for CAC staff based on student need and staff interest	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.</p> <p>Our goal is to support student transitions both into and out of the Career Advancement Charter, focusing on our general student population as well as targeted groups such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students. This approach enables us to identify and address gaps in community resources effectively. Providing integrated support universally, targeted to specific populations, and tailored to individual needs allows us to enhance and strengthen our program. This ensures that we cater to the comprehensive needs of our students, enabling them to have an engaging learning experience and transition successfully beyond their high school diplomas.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities (Participation/ADA)	17.4% (CTE only)			60%	
2.2	Career and Transition Services/Counseling Received (Services/Total Enrollment)	36.3%			80%	
2.3	Post-secondary education placement (Students in post-secondary/Graduates)	TBD in 24/25 school year			60%	
2.4	Number of students co-enrolled at the Community College or Technical Training (students/ADA)	TBD in 24/25 school year			60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education Instruction	Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building, Digital Literacy	\$64,264.00	No
2.2	Comprehensive Student Support	Provide student support including: mental health support, community referrals, connection to community resources	\$55,326.00	No
2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Transition Specialists provide direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face	\$37,078.00	Yes
2.4	Increase co-enrollment opportunities for Adult Students	liase with Cabrillo College, non-credit courses, dual enrollment, explore stackable certificates based on labor demand (SVL)	\$37,190.00	No
2.5	Provide Childcare Services in our Early Care Classroom	Provide afternoon and evening childcare services at the Sequoia Schools campus so that adult students are able to participate in educational, prosocial, and counseling opportunities	\$111,002.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide healthy food options	Students will have daily access to healthy food options while on campus.	\$15,000.00	No
2.7	Enrichment Opportunities	Explore and identify enrichment programming that may include student employment, arts, music, interest based workshops, immersive/experiential experiences to increase student engagement	\$25,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.	Broad Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Enrollment	361			400	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Average Daily Attendance	155			185	
3.3	Persistence Data - Students continuously enrolled for at least one semester/total enrollment	37.4			60%	
3.4	Student Survey Data - Program Satisfaction	76.9%			95%	
3.5	CAC Survey Data - Engagement	TBD in 24/25			TBD	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Expand and improve CAC services	HSD and HSE services will be provided at Corrections, Probation Service Centers North and South, COE Campus Locations, as well as a continued commitment to be responsive to other interested community partners	\$49,992.00	No
<b>3.2</b>	Implement Student Onboarding Process	Bilingual staff to complete student intakes and orientation to welcome and onboard new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	\$45,491.00	No
<b>3.3</b>	Utilize Community Referral System to maximize community connections	Utilize Community Pro to make appropriate referrals to post-secondary opportunities and promote inter-agency collaboration	\$45,274.00	No
<b>3.4</b>	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	Collaborate with community partners involved in adult education programs to enhance learning opportunities and resources	\$45,274.00	No
<b>3.5</b>	Provide Student Outreach	Promote CAC program across the county to encourage more adult students to complete HSD or HSE	\$12,194.00	Yes
<b>3.6</b>	Community Event Participation	Attend open house events, career fairs, maintain presence at community events	\$89,491.00	No
<b>3.7</b>	Cross Department Collaboration	Network with COE departments to promote collaboration to benefit students with resources and opportunities	\$104,688.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Support Staff	Continue/improve outreach and communication campaigns at community events, local high schools, and foster relationships with adult education partners		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$109,465	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.405%	0.000%	\$0.00	5.405%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p><b>Action:</b> Bilingual Community Organizer</p> <p><b>Need:</b> Comprehensive Student Support</p> <p><b>Scope:</b></p>	Staff to work across programs providing direct support to students	Achievement, Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>2.3</b>	<p><b>Action:</b> Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students</p> <p><b>Need:</b> Transition support for students who need more resources.</p> <p><b>Scope:</b> LEA-wide</p>	Students with greater need will receive focused attention from a Transition Specialist to support with the educational process.	Various metrics related to engagement and achievement will be analyzed.
<b>3.5</b>	<p><b>Action:</b> Provide Student Outreach</p> <p><b>Need:</b> Outreach in Spanish and English</p> <p><b>Scope:</b> LEA-wide</p>	Many students need primary language support	Metrics related to engagement and achievement will be analyzed.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<b>Action:</b> Bilingual Instructional Support  <b>Need:</b> Spanish support for students whose primary language is not English  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Spanish support for students whose primary language is not English	Assessment tools, staff evaluation
1.3	<b>Action:</b> Provide ESL Classes  <b>Need:</b> ESL for multilingual learners  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Intentional instruction to support students' language acquisition	participation, CASAS

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,025,204.	109,465	5.405%	0.000%	5.405%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,140,248.00			\$66,160.00	\$1,206,408.00	\$1,096,408.00	\$110,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Comprehensive Assessment Strategies and Implementation	All		No					\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.2	Bilingual Instructional Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$95,743.00	\$0.00	\$95,743.00				\$95,743.00	
1	1.3	Provide ESL Classes	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools		\$28,070.00	\$0.00	\$28,070.00				\$28,070.00	
1	1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	All		No					\$66,160.00	\$0.00				\$66,160.00	\$66,160.00	
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	All		No					\$106,778.00	\$0.00	\$106,778.00				\$106,778.00	
1	1.6	Bilingual Community Organizer	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income			\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
1	1.7	Senior Instructional Support	All		No					\$17,197.00	\$0.00	\$17,197.00				\$17,197.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Purchase Instructional Materials	English Learners All	No					\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.9	High School Equivalency Administration (HiSet)	All	No					\$14,705.00	\$0.00	\$14,705.00				\$14,705.00	
1	1.10	Professional Staff Learning	All	No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Career Technical Education Instruction	All	No					\$64,264.00	\$0.00	\$64,264.00				\$64,264.00	
2	2.2	Comprehensive Student Support	All	No					\$55,326.00	\$0.00	\$55,326.00				\$55,326.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$37,078.00	\$0.00	\$37,078.00				\$37,078.00	
2	2.4	Increase co-enrollment opportunities for Adult Students	All	No					\$37,190.00	\$0.00	\$37,190.00				\$37,190.00	
2	2.5	Provide Childcare Services in our Early Care Classroom	All	No					\$111,002.00	\$0.00	\$111,002.00				\$111,002.00	
2	2.6	Provide healthy food options	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.7	Enrichment Opportunities	All	No					\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.1	Expand and improve CAC services	All	No					\$49,992.00	\$0.00	\$49,992.00				\$49,992.00	
3	3.2	Implement Student Onboarding Process	All	No					\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
3	3.3	Utilize Community Referral System to maximize community connections	All	No					\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	All	No					\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.5	Provide Student Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools		\$12,194.00	\$0.00	\$12,194.00				\$12,194.00	
3	3.6	Community Event Participation	All	No					\$89,491.00	\$0.00	\$89,491.00				\$89,491.00	
3	3.7	Cross Department Collaboration	All	No					\$104,688.00	\$0.00	\$104,688.00				\$104,688.00	
3	3.8	Support Staff														

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,025,204.	109,465	5.405%	0.000%	5.405%	\$218,576.00	0.000%	10.793 %	<b>Total:</b>	\$218,576.00
								<b>LEA-wide Total:</b>	\$94,763.00
								<b>Limited Total:</b>	\$123,813.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Bilingual Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$95,743.00	
1	1.3	Provide ESL Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools	\$28,070.00	
1	1.6	Bilingual Community Organizer	Yes	LEA-wide	English Learners Low Income		\$45,491.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,078.00	
3	3.5	Provide Student Outreach	Yes	LEA-wide	English Learners	All Schools	\$12,194.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$796,424.38	\$1,200,540.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CASAS (Comprehensive Adult Student Assessment System) Management	No	\$8,862.95	32,929.09
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	46,376
1	1.3	ESL Teacher .5 FTE	Yes	\$25,000.00	27,543
1	1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE	No	\$20,768.26	\$32,287.38
1	1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs	No	\$100,000.00	\$159,083
1	1.6	Bilingual Community Organizer	Yes	\$125,000.00	\$168,969
1	1.7	Instructional Materials	Yes	\$3,500.00	\$48,956
1	1.8	Learning Center facilities for adult students	No	\$5,000.00	\$6,556
1	1.9	Professional Staff Learning	No	\$7,500.00	\$61,298
2	2.1	CTE Instruction 0.7 FTE	No	\$58,679.15	\$51,470.32
2	2.2	Mental Health Counseling	No	\$10,000.00	\$22,527

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Hire Project Specialists: focus on transition support	Yes	\$180,000.00	\$49,504.80
2	2.4	Increase CTE programming for Adult Students	No	\$20,768.26	\$32,287.38
2	2.5	Provide childcare services	No	\$34,010.65	\$59,439.13
2	2.6	Provide healthy food options	Yes	\$7,500.00	\$6,122
3	3.1	Expand CAC Services	Yes	\$70,843.42	\$307,005.79
3	3.2	Student Intake Process	No	\$15,000.00	\$11,256
3	3.3	Community Referral System	No	\$8,862.95	\$6,188.10
3	3.4	Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning)	No	\$20,768.26	\$32,287.38
3	3.5	Student Outreach	No	\$12,997.53	\$11,256.02
3	3.6	Identify Eligible WIOA training	Yes	\$8,862.95	\$6188.10
3	3.7	Career Development Focus	No	\$10,000.00	\$21,011

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
107,703	\$369,706.37	\$660,664.89	(\$290,958.52)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	46,376		
1	1.3	ESL Teacher .5 FTE	Yes	\$25,000.00	27,543		
1	1.6	Bilingual Community Organizer	Yes	\$125,000.00	168,969		
1	1.7	Instructional Materials	Yes		48,956		
2	2.3	Hire Project Specialists: focus on transition support	Yes	\$90,000.00	\$49,505		
2	2.6	Provide healthy food options	Yes	\$7,500.00	6,122		
3	3.1	Expand CAC Services	Yes	\$70,843.42	307,005.79		
3	3.6	Identify Eligible WIOA training	Yes	\$8,862.95	6188.10		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,750,392.00	107,703	28%	34.153%	\$660,664.89	0.000%	37.744%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.



Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023



# **Certificated Employee Unit Agreement**

**By and Between the  
Santa Cruz County Education Association/CTA/NEA and  
The Santa Cruz County Superintendent of Schools**

**July 1, 2024 – June 30, 2027**

**CERTIFICATED EMPLOYEE  
UNIT AGREEMENT**

July 1, 2024 - June-30, 2027

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## **PREAMBLE**

THIS AGREEMENT, hereinafter referred to as the “Agreement,” is entered into between the County Superintendent of Schools, hereinafter referred to as “County Superintendent,” and the Santa Cruz County Education Association CTA/NEA, hereinafter referred to as “Association”.

The term “Agreement” as used herein means the written agreement provided under Section 35401(h) of the Government Code.

## **ARTICLE 1**

### **RECOGNITION**

- 1.1 The County Superintendent recognizes the Association as the exclusive representative for the employees in the Certificated Unit.
- 1.2 The Certificated Unit consists of those certificated employees rendering service to the County Office under written contract and assigned a permanent, probationary or temporary employment status. The unit does not include those appointed under authority of Education Code Section 44910 (ROP teachers). All other certificated positions, including those designated management or confidential and those positions recognized as certificated supervisory, have been by mutual agreement of parties excluded from this unit.
- 1.3 This Agreement applies only to employees in the above described representation unit.

## ARTICLE 2

### TERM

#### 2.1 TERM

The term of this Agreement shall commence on July 1, 2024, and will continue until June 30, 2027. The contract will stay in effect until completion of negotiations on a successor agreement.

#### 2.2 FUTURE MOU's

Both the SCCOE and the SCCEA recognize that unforeseen circumstances may result in changes to working conditions (including pandemics and other acts of nature) that necessitate the parties to enter into memorandums of understanding in order to mitigate the effects of said unforeseen circumstances.

### **ARTICLE 3**

#### **COUNTY SUPERINTENDENT OF SCHOOLS RIGHTS**

- 3.1 All matters not specifically enumerated in this Agreement are reserved to the public school employer as provided by law.
- 3.2 In the event of an emergency, which shall be defined as to include any or all those conditions set forth in Education Code Sections 41422 or 46392, the County Superintendent shall have the right to suspend the provisions of this Agreement for the duration of the emergency only as provided in federal or state statutes and directives.



## ARTICLE 4

### EMPLOYEE RIGHTS

- 4.1 The County Superintendent and the Association recognize the right of employees to form, join, and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form, join, or participate in employee organization activities.

4.2 Subcontracting

The Santa Cruz County Office of Education shall not subcontract bargaining unit work without the concurrence of the Association. In the event of layoff, the County Office of Education shall not subcontract work formerly performed by laid off unit members to any outside entity without the concurrence of the Association.

4.3 Non-Discrimination

There shall be no discrimination among employees of the County Office of Education with respect to color, race, creed, religion, national origin, gender, sexual orientation, veteran status, age, ancestry, medical condition, disability or marital status.

- 4.4 Both the Association and individual unit members shall be notified before the County Superintendent releases personal information pertaining to the employee as a part of a California Public Records Act (CPRA) disclosure. The County Superintendent shall not disclose personal information regarding employees that are exempted under California Gov. Code 6253(b) and 6254. California Gov. Code 6254(c) exempts disclosure of “personal, medical, or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy”.

## ARTICLE 5

### PAYROLL DEDUCTIONS FOR ASSOCIATION DUES

- 5.1 Any unit member who is a member of the SCCEA, CTA/NEA, or who has applied for membership, shall sign and deliver to the County Superintendent an assignment authorizing deduction of unified membership dues and general assessments in the SCCEA, CTA/NEA. Pursuant to such authorization, the Superintendent shall deduct according to employee's wage payment option, one-tenth or one-twelfth of such dues from the regular salary check of the unit member each month for ten (10) or twelve (12) months.
- 5.2 Authorized payroll deductions shall continue in effect from year to year unless revoked in writing between June and September 1 of any year.
- 5.3 Agency Fee
- 5.3.1 Any unit member who is employed by the Santa Cruz County Office of Education and who is not a member of the SCCEA, CTA/NEA, or who does not make application for membership within thirty (30) days from the date of commencement of their assigned duties, shall become a member of the SCCEA, CTA/NEA, or pay to the Association a fee in an amount equal to unified membership dues and general assessments, payable to the Association in one lump-sum payment. In the event that a unit member does not pay such a fee directly to the Association, the Association shall notify the Superintendent in writing. The Superintendent shall then immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in paragraph 5.1 of this article. There shall be no charge to the Association for such mandatory deduction.
- 5.3.2 Religious exemption
- 5.3.2.1 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Association, except such member shall pay, in lieu of a service fee, sums equal to such service fee to either a non-religious, non-labor organization or charitable fund exempt from taxation under section 501 (c) (3) of Title 26 of the Internal Revenue Code.
- 5.3.2.2 To receive a religious exemption, the unit member shall submit a detailed written statement establishing the basis for the religious exemption. The Association executive board shall communicate in writing to the unit member its acceptance or rejection of the exemption. If accepted, the unit member shall make payment to an appropriate charity as described above. Such payment shall be made on or before the due date for cash dues/fees for each school year.
- 5.3.2.3 Proof of payment shall be made on an annual basis to the Association and the Superintendent as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.
- 5.3.2.4 Any unit member making payments as set forth in paragraph 5.3.2.1, and who requests that the grievance or arbitration provisions of this Agreement be used on

their behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

- 5.3.3 With respect to all sums deducted by the Superintendent pursuant to sections above, whether for membership dues or agency fee, the Superintendent agrees to remit such monies promptly to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non- membership in the Association, and indication of any changes in personnel from the list previously furnished.
- 5.3.4 The Association, CTA/NEA, agrees to furnish any information needed by the Superintendent to fulfill the provisions of this Article.
- 5.3.5 The cost of enforcing the provision of this Article shall be borne solely and exclusively by the Association, except that for the duration of the term of this Agreement, no member of the unit nor the Association will be required to reimburse the Office of the County Superintendent costs incurred in making the salary deduction and the transmission of the amounts so collected to Association.
- 5.3.6 The Association shall indemnify, defend and hold harmless the County Superintendent, their designees from any and all claims made of any nature and against any lawsuit threatened or instituted against the County Superintendent and their designees, arising from the responsibilities created by the provisions of this Article.

## ARTICLE 6

### COMPENSATION

#### 6.1 Compensation

- 6.1.1 Effective July 1, 2024, the County Superintendent agrees to an increase on the Certificated Unit Salary Schedule of two percent (2%).
- 6.1.2 Effective July 1, 2022, the County Superintendent agrees to an increase on the Certificated Unit Salary Schedule of 3.5%. All increases will be displayed in Appendix I.
- 6.1.3 Stipends for graduate degrees will be prorated to the employee's full-time equivalent (FTE) and work year. A maximum of one Master's degree stipend will be credited per individual employee. A maximum of one Doctorate degree stipend will be credited per individual employee. The Master's degree or the Doctorate degree annual stipend for a full-time equivalent (FTE) will be fifteen hundred dollars (\$1,500). Should an individual have both a Master's degree and a Doctorate degree, the individual will receive an additional annual stipend of four hundred dollars (\$400). When prorating stipends, a minimum stipend for a Master's degree or Doctorate degree will be a minimum of four hundred dollars (\$400).
- 6.1.4 Bilingual Stipend: Certificated Employees that acquire CTE authorized bilingual certification such as BCLAD or CSET: World Languages Exam will receive an ongoing stipend . And, Certificated Employees hired before 7/1/2017 that have passed the Classified Bargaining Unit Bilingual Exam as a classified employee will be eligible to receive the ongoing Bilingual Stipend . The stipend amount for either option shall be paid as follows; 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part-time assignments and/or partial year service.
- 6.1.5 Effective July 1, 2023, the County Superintendent agrees that any Unit member who has been in continuous active employment with the County Office of Education for a period of ten (10) years, shall receive a one point seven-five percent (1.75%) longevity stipend commencing on their eleventh year. Creditable years of service for determining longevity may be earned outside of the certificated bargaining unit as long as services rendered are with the Santa Cruz COE. Unit members hired after fifty percent (50%) of the school days have occurred will begin accumulating eligibility for longevity the following July 1. Unit members may only receive one (1) longevity stipend.

#### 6.2 Responsibility Factor

- 6.2.1 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to those Resource Specialists performing case management duties in addition to their regular duties.
- 6.2.2 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to the Head Teacher at a site having three or more teachers for the additional duties and coordination responsibilities required.
- 6.2.3 A Responsibility Factor of an additional ten percent (10%) of salary shall be paid to Program Specialists in recognition of the specialized responsibilities inherent in the position.
- 6.2.4 Case management and head teacher assignments are made annually by the Director. Case management duties are listed in Appendix A-1. Head teacher duties are listed in Appendix A-2.
- 6.2.5 A standing responsibility factor committee shall be established to review eligibility for

individuals not currently included to receive the ten percent Responsibility Factor. Three committee members will be selected by the Superintendent and three members selected by the Santa Cruz County Education Association.

The purpose of the committee shall be to consider individual cases not previously considered within the previous two (2) years, unless duties have changed significantly, and make recommendations as to whether these persons should be receiving the additional ten percent Responsibility Factor.

### 6.3 Health and Welfare Benefits

6.3.1 For bargaining unit members working a minimum of .8 FTE (full time equivalent), the County Superintendent shall provide a health and welfare benefit plan for eligible staff members and dependents outlined in Appendix D, 2018-2019 Health and Welfare Benefits (medical, dental, vision, and life).

6.3.1.1 For bargaining unit members with an effective hire date on or after July 1, 2006 and working a minimum of .5 FTE and up to .79 FTE, the County Superintendent shall pay a prorated share of the employer's contribution of the health and welfare benefit plan for eligible staff members and dependents. Prorated contributions will be paid based on the equivalent FTE of the eligible staff member.

6.3.2 Effective October 1, 2024 through September 30, 2025, for eligible Unit members, the County Superintendent of Schools shall contribute an amount comparable to fifty percent (50%) of the increased cost to the high HMO medical plan and fifty percent (50%) of the increase in dental, vision and life for 24-25 health and welfare benefits (medical, dental, vision and life) outlined in Appendix D. It will be the bargaining member's responsibility to pay for any additional cost to health benefits. The balance of the increased cost of benefits will be paid by the employees via an employee payroll deduction.

6.3.3 Absent a negotiated agreement on health benefits by September 30, 2023, and should there be an increase in the cost of health and welfare benefits for 2024/25, the Santa Cruz County Office of Education will increase its contribution 50% of the increased cost of the benefits. The balance of the increased cost of benefits will be paid by the employees via an employee payroll deduction.

6.3.4 For 2011-2012, the redistribution of the Health JPA reserve funding, estimated at \$193,000 or \$624 per eligible full time employee, will be retained by the employer. In lieu of an employee stipend and future JPA redistribution, the County Superintendent of Schools will provide a one-time health augmentation of \$1000 for all active employees as of July 1, 2011 working a minimum of .75 FTE (Full Time Equivalent). Association members providing active service below the .75 FTE will receive a prorated amount as an augmentation.

6.3.5 The Association agrees to relinquish all claims and rights to negotiate for any future redistribution of the dental reserve currently administered through the Santa Cruz County Health Insurance Group JPA. As a *quid pro quo* the Superintendent agrees to provide each eligible Association member with a one-time health augmentation of \$1000 plus an additional one-time augmentation equal to two percent (2%) of the eligible employee's base salary.

Eligibility to be defined as active employees as of July 1, 2012 working a minimum of .75 FTE (Full Time Equivalent). Association members providing active service below the .75 FTE will receive a prorated amount as an augmentation.

- 6.3.6 Unit members have an option to enroll domestic partners in the health and welfare benefit plans. Members electing this option must follow all the procedures and eligibility requirements as outlined by the Self Insured Schools of California (SISC).
- 6.3.7 A Health and Welfare Advisory committee shall be activated as needed to review cost containment proposals relating to health and welfare benefits and to provide advice to the Superintendent. These committee members will be selected by the Superintendent and three members selected by the Santa Cruz County Education Association. A chairperson shall be appointed by the Superintendent who shall be responsible to convene meetings at least annually, or as appropriate, to disseminate and discuss pertinent information.
- 6.3.8 The County Office of Education will pay the employer's contribution for Medicare coverage for participating employees hired before April 1986. The employee's contribution will be paid by the participating employees and will be deducted from participating employees' pay warrants. Payment and deductions will be retroactive to July 1, 1990, and will begin when the County Office of Education is notified that its request for coverage is approved.

Medicare coverage payments for employees hired after March 1986 will continue as is.
- 6.3.9 The County Superintendent of Schools will implement the Flexible Benefit Plan under I.R.S. Section 125 for those employees electing to participate.
- 6.3.10 Beginning in the 2005-2006 fiscal year, as a priority in total compensation provided, the employer will deposit the equivalent of point seven five percent (0.75%) of base salary in the certificated retiree benefit account to fund the future cost of certificated retiree health benefits. In the 2006-2007 and 2007-2008 fiscal years, as a priority in total compensation provided, the employer will deposit an additional point seven nine percent (0.79%) of base certificated salary for each of the two fiscal years in the certificated retirement benefit account to fund future cost of certificated retiree health benefits.

#### 6.4 Professional Growth

The County Superintendent and the Santa Cruz County Education Association encourage professional growth both through formal course work at an accredited college or university or through such activities as college and adult education courses, institute learning programs, conference and workshops, approved and accredited on-line and distance learning, holding an elective office in related organizations, County Office of Education sponsored classes, educational travel, professional writing, committee work, and other professional activities.

The Professional Growth Committee shall be composed of two Association members represented by one member each from the Special Education and Alternative Education departments and one administrator from the Human Resources department and the superintendent's designee for a total of four members.

The Association shall select its representatives to the Professional Growth Committee by October 1 of each year.

##### 6.4.1 Requirements for Step Advancement on Salary Schedule

- 6.4.1.1 Bargaining unit members shall receive an increment step advancement for each year of experience, serving a minimum of 75% of a school year.
- 6.4.1.2 If an employee receives a final summary rating of a "needs to improve" or "unsatisfactory" on an evaluation, the increment step is withheld until all growth objectives have been met. Once the growth objectives are met, then in the

subsequent year, movement toward an increment step will commence.

6.4.2 Obtaining prior Approval for Professional Growth and/or Professional Growth for Column Movement

- 6.4.2.1 Prior approval, utilizing the Request for Approval of Professional Growth for Salary Recognition Form, is required for all professional growth credit except for upper division and graduate university units or COE approved courses. Prior approval is recommended for upper division or graduate university units.
- 6.4.2.2 The Superintendent's designee will forward all Requests for Professional Growth or completed credit to the Professional Growth Committee which shall review the request, and if necessary, discuss any issues with the individual initiating the request, and prepare a written recommendation for further action and submit the recommendation to the Superintendent's designee.
- 6.4.2.3 The Superintendent's designee will review the Professional Growth Committee's recommendation and provide their recommendation. If the Superintendent's designee does not approve the recommendation, the individual seeking approval may request a review and consideration by the County Superintendent of Schools.

6.4.3 Obtaining Salary Recognition for Professional Growth

During April of each year, certificated personnel desiring salary recognition for professional growth shall submit through their program manager to the Superintendent's designee:

- 6.4.3.1 A listing of credits and/or units earned or anticipated to be earned during the current school year (September 1 through June 30); and
- 6.4.3.2 A statement as to whether the individual anticipates earning a sufficient number of credits and/or units during the period of July 1 through September 30 of the next school year to cause a change in the placement of the individual on the salary schedule.
- 6.4.3.3 Credits and/or units shall be allowed for advancement on the current year salary schedule if they are reported and verified in the office of the Superintendent's designee by the close of the workday preceding October 1 of each year. If not reported and verified by that date/time, salary recognition shall not be given until the following school year. Employees should complete a Request for Approval of Professional Growth Credit for Salary Recognition.
- 6.4.3.4 For salary recognition for college or university course work, it is the responsibility of the staff member submitting the request to supply course descriptions and other pertinent information relevant to the request for salary recognition. Prior approval from the Superintendent's designee is required for all lower division coursework. All coursework shall be related to the requirements of the current classroom or work assignment.
- 6.4.3.5 For salary recognition for professional growth other than college or university work, the staff member shall supply all pertinent data required to justify the request. Conference brochures or workshop flyers should be attached to the request form. Documentation will also be supplied by the employee for other qualifying activities. Fifteen (15) hours of approved activities will equal one (1) unit of semester credit. Credit will be approved in not less than five (5) hours (1/3) credit increments.

- 6.4.3.6 Of the units required for advancing from one column to another on the approved salary schedule, only ten (10) units for other than college or university work can be credited for professional growth.
- 6.4.3.7 Where university unit credit is offered and purchased by the staff member, if other expenses for attendance are paid for by the Santa Cruz County Office of Education, e.g., release time, registration, and lodging, staff members may submit requests for salary recognition as specified in sections 6.4.3.4, 6.4.3.5, and 6.4.2.



## ARTICLE 7

### HOURS OF EMPLOYMENT

- 7.1 The Santa Cruz County Office of Education recognizes the fact that unit members are professionals dedicated to fulfilling their responsibilities in the wide variance of programs offered by the Office and therefore it may not be possible for staff to adhere to a structured work schedule.
- 7.2 Work Year – The certificated staff shall be required to work 185 days per year, consisting of 180 student days, generally one (1) day for Orientation, one (1) day as a teacher work day, and three (3) staff development days. The date for the first day of student instruction and the last day of student instruction shall be negotiated within the constraints of district calendars.
- 7.2.1 Certificated staff, assigned to a school district site or campus, are required to provide service on the same instructional days as those adopted by the host school district. The requirement shall total 180 instructional days.
- 7.2.2 Certificated staff will submit and seek approval of their tentative work year calendar proposed for the school year. Submission of the proposed calendar will be accomplished by the end of the second week of school and provided to the program administrator for their approval.
- 7.2.2.1 If available, the Employer shall provide certificated staff members assigned to multiple sites district calendars on or before June 1.
- 7.2.3 All other certificated staff shall be assigned to the work year calendar adopted by the Santa Cruz County Office of Education.
- 7.2.4 Work-related modifications in the calendar may be made with approval of the program administrator. Bargaining unit members may seek modifications in their work calendar in order to participate in approved professional development activities as long as they work the days required in section 7.2 above. The placement of staff development days within the work calendar shall be negotiated.
- 7.3 Work Week - The regular workweek for all certificated staff shall not average more than a total of thirty-seven and one-half hours (37 1/2).
- 7.4 Work Day
- 7.4.1 The regular workday shall consist of seven and one-half (7 1/2) hours and shall include a duty free lunch of at least thirty (30) minutes.
- 7.4.2 In the event that it is unsafe to take a thirty (30) minute duty free lunch, the employee shall contact their immediate supervisor in order that arrangements may be made to ensure the lunch break.
- 7.4.3 The start of the workday for each employee shall be not less nor more than thirty (30) minutes prior to the arrival of students. The workday may be altered by mutual consent of the parties.
- 7.4.4 The starting time requirement may be altered at the sole discretion of the County Superintendent or their designee. Directors/administrators may authorize an earlier leaving time in individual cases of personal necessity or attendance at other school meetings or activities.
- 7.4.5 Except for an independent study assignment or a single-site assignment, a general education

staff member shall not be assigned more than three different subject preparations within the five period teaching day without the staff member's consent.

- 7.4.6 Upon director/administrator approval, classroom teachers may be required to participate in adjunct teaching activities that may necessitate their absence from the classroom for the following: District/COE IEP meetings and annual review meetings; observation of prospective students; parent conferences; program visitations; program planning meetings; in-service training; and/or a job-related conference.

- 7.5 Professional Duties: As part of the regular workday, employees may be required to perform additional professional duties. Such duties may include, but not be limited to, attendance at site meetings; collaborative meetings and general staff meetings; attendance at parent meetings, including home visits; student activities; site change preparation; and Individualized Education Program (IEP) meetings. Employees shall not be required to serve more than an average of ten (10) hours per month beyond their regular workday in carrying out these duties.

- 7.5.1 Overtime Defined In the event an employee is unable to complete their professional duties within the ten (10) hours per month beyond their regular work day, i.e., 150 hours per four (4) week total work time, the employee may request to work overtime from the immediate supervisor. The immediate supervisor shall respond to such request within five (5) work days.

7.5.2 Compensation for Overtime

- 7.5.2.1 All authorized overtime hours shall be compensated at a rate of pay equal to time and one-half the regular hourly rate of pay of the employee.

- 7.5.2.2 Compensatory time off may be allowed in lieu of cash payment if mutually agreed by both parties. Compensatory time off shall be at the rate of one and one-half times the regular rate and shall be taken within twelve (12) months following the pay period in which it was earned.

7.6 Extended Year for Special Education and Community Schools

- 7.6.1 Definition - Extended year shall be defined as additional days worked beyond the regular school year contract.

- 7.6.2 Salary - Salary will be based on each certificated employee's salary schedule placement in effect for the school year preceding the extended year. Salary will be prorated according to length of workday for each employee. However, no employee will be paid less than \$25.00 per hour.

7.6.3 Assignment

- 7.6.3.1 The length of day, number of days and starting and ending dates of extended year will be negotiated Ad Hoc with Association representatives prior to May 1 preceding Extended Year. The Santa Cruz County Office of Education will announce available Extended Year positions no later than May 15<sup>th</sup>.

- 7.6.3.2 Priority for Extended Year assignments will be based on:

- (1) first - current assignment
- (2) second - seniority (date of hire)
- (3) third - Appendix C

## ARTICLE 8

### CERTIFICATED PERSONNEL EVALUATION (See *Certificated Evaluation Program Handbook*)

- 8.1 The County Superintendent of Schools and the Association understand that the purpose of personnel evaluations is to enhance staff development so as to maintain and improve the quality of education provided by the Department.

The County Superintendent accepts the responsibility to create a favorable climate for each certificated staff member in order that program goals and objectives stated for each of the programs and functions conducted by the Santa Cruz County Office of Education might be more fully realized. Defining the extent to which such goals and objectives are being met is the reason for the continuing, constructive and cooperative experience of program and staff evaluation.

- 8.2 The County Superintendent and the Association agree that a successful evaluation program requires mutual respect and confidence between the evaluator and the person evaluated.

The outcome of the evaluation process is the continuing assessment of the stated program goals and objectives and the development of ways to assist certificated staff members to apply their professional competencies to achieve desired program effectiveness.

- 8.3 The Superintendent recognizes their responsibility to provide the financial and personnel resources to conduct evaluation activities.

8.4 Evaluator(s)

An evaluation team will include the staff member to be evaluated and their evaluator. The County Superintendent will identify the evaluator. The evaluatee may ask that a certificated colleague also be a member of the team.

If the evaluator and the evaluatee are unable to agree on the selection of that colleague, the evaluator will appoint the third member, or at the staff member's option, the evaluation will proceed with the two-member team.

8.5 Evaluatee(s)

Members of the unit in probationary or temporary status shall be evaluated at least each school year. Members of the unit in permanent status shall be evaluated at least once every two years with the exception of those permanent staff meeting the requirements of Ed Code 44664, allowing for evaluation every five (5) years. Certificated staff qualifying for the five-year evaluation cycle must: 1) be permanent, 2) meet NCLB/HQT requirements (if applicable), 3) have ten (10) years of service in the County Office of Education, 4) have their most previous evaluation rated as meeting or exceeding standards, and 5) have agreement between themselves and their evaluator on the five-year cycle.

Prior to October 1, each evaluatee shall be given a copy of the Santa Cruz County Office of Education Certificated Evaluation Handbook that has been approved by the Evaluation Committee and negotiations teams. The handbook will outline the evaluation procedures and timeline as adopted in this agreement.

8.6 Goals and Objectives

8.6.1 Time Limits

At a time mutually agreed upon by the evaluator and evaluatee prior to November 15 of an

evaluation year, each staff member shall meet with the evaluator responsible for the evaluation. The evaluatee will be given a copy of the evaluation instrument and their job description. Any new staff member or staff member transferred or reassigned to a new site/program and any staff member returning from an approved leave of absence after the beginning of the regular work year shall meet with their evaluator within eight weeks of their first working day.

Upon hiring, each staff member will be given a current copy of their job description, which shall form, in part, the basis of their evaluation.

#### 8.6.2 Developing Objectives

At the time of their meeting, the evaluator and the evaluatee shall develop, in writing on forms provided, objectives and standards of the performance for instructional and non-instructional staff members and the ways in which data about these objectives shall be collected. Data shall be collected to assess staff member competency as reasonably relates to:

- 8.6.2.1 Learner growth and development as stated in the instructional goals and objectives;
- 8.6.2.2 Success in meeting management objectives as stated in the job description and program descriptions;
- 8.6.2.3 Instructional techniques and strategies used by staff member;
- 8.6.2.4 Adherence to curricular objectives;
- 8.6.2.5 Establishment, maintenance and successful management of a safe and suitable instructional environment, including reasonable efforts to identify and use safe work practices within the scope of the employee's responsibility and control;
- 8.6.2.6 Productive relationships with students, co-workers, parents and the community; and
- 8.6.2.7 Professional growth.

#### 8.6.3 Mitigating Circumstances

Each staff member shall have the right to identify any constraints that the staff member believes may inhibit their ability to meet objectives and standards. These shall be identified in advance and noted in the goals and objectives.

#### 8.6.4 Disagreements

Should there be a failure to reach mutual agreement on objectives, the parties shall attempt to mutually agree on a third party, who is to resolve the dispute. Should the two parties fail to agree on a third party, then an appeal shall be made to the evaluator's supervisor, who is to resolve the dispute.

#### 8.6.5 Review

Provisions for periodic review and modification of objectives shall be determined mutually by the evaluator and evaluatee. If a mutual agreement cannot be reached, the disagreement shall be adjudicated as in 8.6.4 above.

The staff member may add a written statement to the goals and objectives describing any mitigating circumstances identified after goals were initially developed.

## 8.7 Methods of Assessment (*See Certificated Evaluation Program Handbook*)

The evaluator may utilize, but is not limited to, the following methods of assessing performance:

- 8.7.1 Personal observations and conferences both formal and informal;
- 8.7.2 Review of pupil records;
- 8.7.3 Self-assessment by the staff member, Portfolios, Partner Performance Review;
- 8.7.4 Other appropriate pertinent data, personal judgments and information which relate to the identified objectives and standards.

## 8.8 Observations

### 8.8.1 Formal

When a formal observational visitation is used to obtain evaluation data on objectives, it shall be conducted in the following manner. Prior to the formal observational visitation, the evaluator shall meet with the evaluatee to determine:

- 8.8.1.1 The date and time of the visitation;
- 8.8.1.2 The specific activities that shall be observed;
- 8.8.1.3 The techniques that shall be used to relate the activities to the achievement of the staff member's objectives.

Within ten (10) workdays following a formal observational visitation, the evaluator shall complete a written report of the observation and shall meet with the evaluatee to discuss the observation. The written report shall include reference to the items listed in 8.6.2 above. The staff member shall be given a copy of the written report.

Any staff member who receives a written report identifying unsatisfactory performance shall be entitled to follow-up subsequent observations, conferences and written reports.

No fewer than two formal observations of at least 30 minutes each will be made during an evaluation cycle.

Formal observations shall be held no later than the end of the first full week in December and the end of the second full week in March.

All staff members will sign on the final page of their evaluation that they have received a copy.

### 8.8.2 Informal

- 8.8.2.1 The evaluator may use unscheduled and informal site visits and observations as an additional evaluation tool.
- 8.8.2.2 The evaluator may include observations noted in informal visitations in the summary evaluation.

- 8.8.2.3 Any concerns observed and noted informally, and anticipated to be included in the evaluation summary must be discussed with the staff member within ten working days. If the evaluator made any notes or written record of the informal observation, the staff member shall be given a copy no later than ten working days or at the next formal appraisal conference, whichever comes first.

## 8.9 Formal Evaluation Summary Meeting

### 8.9.1 Time

The final evaluation summary meeting shall be held no later than May 1.

### 8.9.2 Manner

The formal evaluation should be conducted in the following manner:

- 8.9.2.1 The evaluator shall establish a time to meet with the staff members.
- 8.9.2.2 The evaluator shall prepare the Certificated Employee Evaluation Summary for the staff member and will provide the staff member a copy at the meeting.
- 8.9.2.3 The staff member shall be encouraged to present their own independent appraisal for discussion and review in the formal evaluation.
- 8.9.2.4 The staff member will sign the report; however, signature only indicates reception, not necessarily agreement, with the evaluation. Within 15 working days, the staff member may attach a written rebuttal to the formal Evaluation if they desire.

## 8.10 Unsatisfactory Performance

If, prior to or upon completion of an evaluation, an employee's performance is deemed unsatisfactory, the employee will receive written notice of the unsatisfactory performance. The written notice shall include:

- 8.10.1 A written description of the performance deemed unsatisfactory.
- 8.10.2 Specific recommendations on how to improve.
- 8.10.3 Other assistance as appropriate and reasonable.

Any notice of unsatisfactory performance may include the requirement that the staff member shall, as deemed necessary by the evaluator, participate in a program designed to improve appropriate areas of the employee's performance. The duration of the program will be established by the evaluator in consultation with the evaluatee. The cost of this program will be covered by the County Superintendent's Office.

Participation in a recommended program extending past the employee's normal working day or involving attendance on weekends or holidays shall not be required but may be recommended. Refusal of an employee to comply with such recommendations shall not be used as indication of further performance deficiency.

When a permanent staff member has received an unsatisfactory evaluation, they shall be evaluated at least annually until a satisfactory evaluation is received or is no longer employed by the County Office of Education.

8.11 Development of Forms

Evaluation forms are developed by the Santa Cruz County Office of Education. The Office is obligated to review periodically, and revise as necessary, the evaluation instrument. The Office shall consult with the Association regarding the forms prior to implementation. Each employee will be provided a copy of the Certificated Evaluation Program Handbook.

8.12 Copies of the staff member's evaluation shall go to the person evaluated and to the staff member's personnel file. The evaluator may retain a copy of the evaluation.

8.13 Evaluation Timeline

*8.13.1	Staff member and evaluator(s) complete CERTIFICATED EMPLOYEE EVALUATION AGREEMENT	No later than November 15
*8.13.2	Evaluator(s) completes first formal observation	No later than end of first full week of December
8.13.3	Evaluation team completes first formal appraisal session to discuss written report of observation	Within 10 workdays of date of observation
*8.13.4	Evaluator(s) completes second formal	No later than end observation of second full week of March
8.13.5	Evaluation team completes second formal appraisal to discuss written report of observation	Within 10 workdays of date of observation
*8.13.6	Evaluator(s) completes CERTIFICATED EMPLOYEE EVALUATION SUMMARY and holds meeting to discuss SUMMARY with staff member	No later than May 1

\*These dates shall be noted on the appropriate SCCOE department calendars.

## ARTICLE 9

### PERSONNEL FILES

- 9.1 Materials, which may serve as a basis for affecting an employee's status shall be in the individual's personnel file and will be available for inspection by the employee except that such material shall not include ratings, reports, or records that were:
  - 9.1.1 Obtained prior to the employment of the employee;
  - 9.1.2 Prepared by identifiable examination committee members;
  - 9.1.3 Obtained in connection with a promotional examination.
- 9.2 The employee shall have the right to inspect such material in the personnel file, except that listed above, upon request by appointment, providing such request and the review to occur during periods other than scheduled contact time with students.
- 9.3 If information to be filed in an employee's personnel file is derogatory, the employee shall be notified within five (5) days before the filing and permitted to review the information and make written comment thereon. Such review may take place during the employee's working hours without loss of pay.
- 9.4 In the event that the employee exercises the option to make further written comment concerning the material proposed to be included in the file, the original documents shall be clearly marked "SEE ATTACHED COMMENT". The failure to comply with the requirement of this paragraph will not abrogate the right of the County Superintendent to take action affecting an employee's status.



## ARTICLE 10

### LEAVES

#### 10.1 Sick Leave

- 10.1.1 Certificated personnel are allowed one (1) day per month sick leave annually, (10 months - 10 days, 12 months - 12 days). There is no limit to the number of sick leave days that may be accumulated. If a certificated person is employed late or on a part-time basis, the days are prorated.
- 10.1.2 An employee will receive full pay for those days of absence covered by accumulated sick leave. Except in cases of emergency, all employees shall give notice of the impending absence to their site supervisor, or the appropriate secretary, during the working day preceding the absence.
- 10.1.3 The employees must arrange for substitutes by contacting the substitute system and providing an anticipated duration and reason for the absence.
- 10.1.4 A sick leave day once commenced may not be reinstated as a working day.
- 10.1.5 No payment for sick leave shall be made until submission by the employee of the time sheet, signed by the employee and principal or immediate supervisor.
- 10.1.6 Upon advance notice to County Superintendent or their representative, a physician's written verification of the reason for absence due to illness or accident may be required prior to payment.
- 10.1.7 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 10.1.8 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected from a panel of doctors formed by the Superintendent in consultation with the Association, and any cost of such examination not covered by the existing health insurance plan shall be borne by the employee who shall be reimbursed by the County Superintendent upon presentation of the paid bill. The employee shall authorize the release of the results of the examination to the County Superintendent.
- 10.1.9 Any regular certificated employee who accepts a position requiring certification qualifications with the County Superintendent will be authorized to transfer all accumulated unused sick leave credit from the following California public entities: another school district; a County Superintendent of Schools; the State Department of Education; the office of the Chancellor of the California Community Colleges; or the Commission for Teacher Preparation and Licensing. Such prior employment must have been in excess of one (1) year.
- 10.1.10 To be eligible to transfer such leave, service with the County Superintendent must commence during the second year of employment with one of the above entities, or thereafter, while still so employed. Additionally, an employee will remain eligible to transfer such leave, if in the school year succeeding the termination of employment with one of the above entities, the employee either signifies acceptance of a position or commences employment with the County Superintendent.
- 10.1.11 When employment with the County Superintendent is severed, there will be no cash reimbursement for unused accumulated sick leave. If transferring to another public entity

the County Superintendent will forward a report upon request of the employee. In the event that more sick leave is used than earned, the unearned portion will be deducted from the final warrant.

## 10.2 Extended Disability Leave

- 10.2.1 If a member of the unit is absent from duty on account of illness or accident, whether or not the absence arises out of or in the course of employment, after all current sick leave is exhausted, for a period of five (5) school months or less, the employee shall receive the difference between their pay and the amount paid the substitute to fill the employee's position, or if, after every reasonable effort, no substitute is employed, the established amount that would have been paid had a substitute been employed. During this five (5) school month period, an absent employee may exhaust any unused, accumulated sick leave so as to continue to receive full compensation.
- 10.2.2 For the purpose of this leave, the five (5) school month period shall not commence until following exhaustion of the unused portion of the current year's sick leave provided in paragraph 10.1 above.
- 10.2.3 This leave requires monthly certification by the employee's physician, on a form provided by the County Superintendent, that the employee is physically or mentally disabled and unable to perform their duties.
- 10.2.4 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of an employee who has been absent from duty due to illness or accident.
- 10.2.5 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the Superintendent, in consultation with the Association, and any cost for such examination not covered by the existing health insurance plan shall be borne by the employee who shall be reimbursed by the County Superintendent upon presentation of the paid bill. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.

## 10.3 Maternity Disability Leave

- 10.3.1 This leave commences with the onset of disability due to pregnancy. The employee may claim sick leave pay and extended disability pay for no more than that limited period of time when the employee's physician or licensed mid-wife certifies, in writing, on the form provided by the County Superintendent, that the employee was actually physically disabled from performing their duties because of pregnancy, miscarriage, childbirth, recovery there from. In any event, this leave will not exceed those periods provided by paragraphs 10.1 or 10.2, above.
- 10.3.2 At least four (4) months prior to the expected birth of the child, the employee shall submit to the County Superintendent, a physician's or licensed mid-wife's statement noting the expected date of birth. An employee may continue to work until the onset of physical disability as verified in writing by the employee's physician or licensed mid-wife on a form provided by the County Superintendent.

## 10.4 Personal Necessity Leave

- 10.4.1 Certificated employees are allowed seven (7) days each school year for personal necessity leave. Such leave will be deducted from accrued sick leave. The days allowed may not exceed the number of days of illness or injury leave provided under paragraph 10.1 above,

to which the employee is entitled.

- 10.4.2 Personal necessity shall not be available for the purpose of personal convenience or for activities which could take place outside of regular work day including absences for vacation, recreation, seeking employment, shopping, traveling and similar activities not of an emergency nature.
- 10.4.3 Whenever possible, unit members shall give three (3) working days advance notice before taking a personal necessity leave day.

#### 10.5 Personal Business Leave

- 10.5.1 Certificated employees are permitted a maximum of two (2) days of Personal Necessity Leave each school year to conduct personal business. Such leave will be deducted from accrued sick leave and the number of personal necessity days outlined in 10.4.1 of this Agreement.
- 10.5.2 Personal business leave shall not be available for the purpose of personal convenience or for activities which could take place outside of regular work day including absences for vacation, recreation, seeking employment, shopping, traveling and similar activities not of an emergency nature.
- 10.5.3 The certificated employee will provide a minimum five (5) days written notice, if possible, to their supervising administrator of their intent to utilize this leave.
- 10.5.4 Prior to utilizing personal business leave; all certificated employees must make an effort to secure a substitute, if required, to cover their regularly assigned duties.

#### 10.6 Industrial Accident or Industrial Illness Leave

Industrial accident or industrial illness leave is granted to an individual as a result of a job connected accident or illness and is in addition to regularly accrued sick leave.

- 10.6.1 Allowable leave with pay shall not exceed sixty (60) working days in any one fiscal year for the same accident or illness.
- 10.6.2 Allowable industrial accident or industrial illness leave shall not be accumulative from year to year.
- 10.6.3 This leave will commence on the first day of absence.
- 10.6.4 Payment for wages lost on any day, when added to an award granted the employee under the Worker's Compensation laws of this State, shall not exceed the employee's actual wage if they were on the job.
- 10.6.5 This leave will be reduced by one day for each day of authorized absence regardless of a compensation award made under Worker's Compensation.
- 10.6.6 When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury occurred, for the same illness or injury.
- 10.6.7 Entitlement to this leave will be based upon finding that the disability has been due to industrial accident or illness. In case the findings do classify a claim as a disability case, regular sick leave will not be deducted for absence due to the industrial accident or illness

until this leave, if granted, has been exhausted.

#### 10.7 Bereavement Leave

- 10.7.1 An employee is entitled to a leave of absence, with full pay, not to exceed five (5) days, in the event of the death of a spouse or significant other of an employee. In the event of a death of a member of the immediate family, other than the spouse or significant other, an employee is entitled to a leave of absence of three (3) days with full pay and may take two additional days utilizing available paid leave balances or five (5) days with full pay when travel beyond a two hundred fifty (250) mile radius is necessary in connection with the bereavement leave.
- 10.7.2 Immediate family, as used in this paragraph, means the mother, father grandmother, grandfather, or the grandchild of the employee or of the employee's spouse, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.
- 10.7.3 "Significant Other" shall mean a person (of either sex) who [a] resides with and shares the common necessities of life with the employee; [b] is not married to anyone; [c] is not related by blood to the employee closer than would bar marriage in the State of California; [d] is mentally competent to consent to a contract; and [e] signs a declaration that they are the employee's sole significant other, meets all other requirements set forth above, and agrees to notify the SCCOE if there is a change in circumstances attested to.
- 10.7.4 In order for an employee to change the designation of their significant other, at least six (6) months must have passed since they have filed a statement of termination of the previous significant other relationship.

#### 10.8 Reproductive Loss Leave

- 10.8.1 In the event that a unit member, or a unit member's spouse or significant other, experiences a reproductive loss event, the unit member will be entitled to take up to five (5) days of Reproductive Loss Leave. A reproductive loss event is defined as a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. If a unit member experiences more than one reproductive loss event within a twelve (12) month period, the total amount of leave taken can be no longer than twenty (20) days. Unit members are eligible for this type of leave after thirty (30) days of employment. The leave must be taken within three (3) months of the event and may be taken on nonconsecutive days. Unit members may use available paid leave balances.

#### 10.9 Jury Duty/Subpoenaed Witness Leave

- 10.9.1 A leave with pay shall be granted to employees called for jury duty in the manner provided by law.
- 10.9.2 An employee who receives a jury summons shall submit a copy of the summons to their supervisor.
- 10.9.3 At the conclusion of jury duty, the employee shall submit a statement from the Jury Commissioner's Office specifying the dates and times served by the employee. This shall be attached to the Leave of Absence Report.
- 10.9.4 Payment shall be made to the County Superintendent in the amount of the statutory fees that the employee has received for attendance as a juror, excluding the statutory mileage fees.

#### 10.10 Sabbatical Leave

This leave is granted in accordance with County Board Policy 4152.1 Sabbatical Leave, as attached hereto. (Appendix B).

#### 10.11 Uncompensated Leave

10.11.1 The County Superintendent may grant any member of the unit who has gained permanent status an unpaid leave of absence for a period not in excess of one school year.

10.11.2 The employee shall request such leave as soon as is practical but at least thirty (30) days prior to the date on which the leave is to begin. Such a request shall be in writing and shall include a statement as to the purpose of the leave and the dates the employee wishes to begin and end the leave. It is expressly understood that leaves commencing at the beginning of a school year, may be scheduled to end on, or around, the middle of the service year.

10.11.3 The duration of such leave shall consist of no more than twelve (12) consecutive months and shall automatically terminate on June 30 of the school year in which the leave is granted. An employee on this leave shall notify the County Superintendent prior to February 15, of the year during which the leave is being taken that the employee will return to duty the ensuing school year. Failure to comply with this requirement will constitute a resignation on the part of the employee effective at the close of the school year in which the employee is on leave.

10.11.4 There shall not be a diminution of employment status for those granted this leave except that while on this leave status, no person shall be entitled to compensation, including health benefits, neither shall they earn credit for a service year nor step increment on the certificated salary schedule.

#### 10.12 Catastrophic Sick Leave

See Appendix E for an explanation of the Catastrophic Leave Bank including definition, eligibility, required contributions, withdrawals and administration.

#### 10.13 Family Leave

10.13.1 Employees who qualify are entitled to use Family Medical Leave Act (FMLA) leave/California Family Rights Act (CFRA) leave for a maximum of twelve (12) weeks during a twelve (12) month period for the birth or adoption of a child, for the employee's own disability, or to care for a parent, spouse, or child with a serious health condition. ("Child" means biological, adopted or foster child, stepchild, a legal ward or a child of a person standing in "loco parentis" for an adult dependent child. "Parent" means a biological, foster, adoptive, stepparent, legal guardian or other person who stood in "loco parentis" to the employee when the employee was a child.)

10.13.2 FMLA leave will be available for qualifying employees to care for a family member who is an injured service member and is undergoing medical treatment, recuperation, or therapy, is an outpatient of a military medical facility or care unit, for a serious injury or illness incurred in the line of duty during active duty. The qualifying employee may be the spouse, son, daughter, parent or next of kin of the service member of the Armed Forces, National Guard or Reserves. This leave is for as much as twenty-six (26) weeks during a twelve (12) month period.

10.13.3 FMLA leave will be available for qualifying employees who are family members of active-duty National Guard and Reserves members for any qualifying exigency arising out of the

fact that the family member is on active duty or called to active duty status in support of a contingency operation. This twelve (12) week leave in a twelve (12) month period may be taken for qualifying exigencies which include: Short- notice deployment; military events and related activities; childcare and school activities; financial and legal arrangements; counseling; rest and recuperation; post-deployment activities; and additional activities not encompassed in other categories but agreed to by both the County Superintendent and/or designee and the employee.

- 10.13.4 To qualify, a certificated employee must have rendered one year of continuous service and have worked a minimum of 1250 hours in the twelve months immediately preceding the requested leave. For eligibility purposes, full-time ten (10) and eleven (11) month employees are deemed to meet the 1250 hour test
- 10.13.5 Granting of this leave allows the qualified employee to return to the same or an equivalent position as the one held at the start of the leave, and to maintain health insurance under the County Office of Education's policy during twelve weeks unpaid leave as long as the employee pays the employee's portion of the cost.
- 10.13.6 CFRA and/or FMLA leave taken for the birth, adoption, or foster care placement of a child must be completed within one year of the qualifying event. If both parents are eligible for CFRA leave and both are employed by the District, the leave will be limited to twelve (12) weeks between the two parents.
- 10.13.7 Employees are required to give thirty (30) days' notice in advance of the need to take this leave when the need is known in advance. When the need for leave is unforeseen, the employee must provide as much notice as is practicable.
- 10.13.8 CFRA and FMLA leave shall run concurrently, not consecutively.
- 10.13.9 CFRA and/or FMLA leave may be taken intermittently for medical treatment of the employee or employee's child, spouse, or parent. The employee must make a reasonable effort to schedule the treatment to avoid undue disruption to the County Office of Education's operations.

#### 10.14 CFRA Maternity/Paternity Leave

- 10.14.1 As per CA Education Code section 44977.5, certificated employees are entitled to use up to twelve (12) weeks of sick leave for maternity or paternity leave under the California Family Rights Act (CFRA) as provided in Section 10.13 Family Leave.
- 10.14.2 After all available leave is exhausted, including all accumulated sick leave, eligible unit members are entitled to use extended disability or "differential leave" as described in Section 10.2 Extended Disability Leave for the remainder of the twelve (12) weeks.
- 10.14.3 Unit members eligible for CFRA leave may take up to twelve (12) work weeks leave, but if the member has previously exhausted sick leave and differential leave for Pregnancy Disability Leave (PDL) related to the same pregnancy or childbirth, the 12 work weeks or remaining leave will be unpaid. Health benefit coverage will continue during CFRA leave if the employee continues to pay the employee contribution on the set time line set forth by the Payroll/Benefit Department.
- 10.14.4 Pursuant to CA Education Code 44977.5, an eligible unit member will only be provided one twelve (12) work week period per maternity or paternity in which differential leave may be used. If the school year ends before this twelve (12) week period is exhausted, the employee

may take the balance of the twelve (12) work weeks in the subsequent school year if the employee chooses to continue maternity or paternity leave.

10.14.5 A unit member's twelve (12) work weeks of maternity or paternity leave under CFRA shall run concurrently with a unit member's entitlement to take the same leave under the Family Medical Leave Act (FMLA).

10.15 General Provision

Provisions of Sick Leave, Extended Disability Leave, Maternity Disability, Personal Necessity, Industrial Accident or Industrial Illness Leave, Bereavement Leave, Personal Business and Jury Duty/Subpoenaed Witness leaves shall not be construed to apply to any employee during any period when the employee would normally not be performing services for the County Superintendent.

10.16 COVID-19 Supplemental Paid Sick Leave

Emergency Paid Sick Leave under the federal Families First Coronavirus Response Act has expired. Through Senate Bill 95, enacting Labor Code Section 248.2, California has adopted new supplemental paid sick leave provisions of Section 248.2, unit members may utilize up to 80 hours of paid leave for any of the reasons authorized in the law, including but not limited to: completing a mandatory quarantine or isolation period; self-quarantine upon recommendation of a healthcare provider; experiencing symptoms of COVID-19 on the premises; attending an appointment to receive a COVID-19 vaccination; or, experiencing symptoms from a COVID-19 vaccination that prevents the unit member from working.

## ARTICLE 11

### EMPLOYEE ASSIGNMENT AND TRANSFER

- 11.1 A Vacancy is any unfilled certificated position, including Head Teacher assignments. It means a position in which the employee is qualified to serve and which, is not filled by a permanent or probationary employee. It does not include a position temporarily vacated by a permanent or probationary employee, nor shall it be considered as a specific assignment within the position classification.
- 11.1.1 The Human Resources Office shall post all vacancies on the County Office of Education Website and the bulletin board at the main office of the County Superintendent. The HR Office will also give notice of vacancies to staff members by sending written notice to each certificated mailbox and by posting in the COE weekly staff bulletin.
- 11.1.2 If the vacancy occurs during a period other than the normal teaching year, employees may request that the Human Resources office mail notices to them of any such vacancy. The request must be written and accompanied with a stamped, self-addressed envelope.
- 11.1.3 No vacancy will be filled, by other than a qualified substitute, until the closing date for applications indicated on the notice has passed. All applicants for the position shall be informed in writing of the outcome of their application within ten (10) working days of the date when verification is received in writing by the Human Resources Office that the applicant offered the position has accepted the position so offered. If the determination is made not to fill the vacant position, applicants will also be so advised.
- 11.1.4 By January 15 of each year, the Human Resources Office shall survey current certificated employees to determine whether such staff members intend to return to the employ of the County Office of Education for the next school year. The survey shall provide an opportunity for staff members to indicate an assignment preference for the following year.
- 11.1.5 By February 10, staff members who wish to have their assignment preferences considered must return the survey to the Human Resources Office. This response will be the basis of a Vacancy and New Assignment Request List for the following year. The Human Resources Office will distribute the Vacancy and New Assignment Request List to department managers.
- 11.1.6 Certificated employees who have requested reassignment for the following year will receive notification from the Human Resources Office that such a request has been received and will be given full consideration in accordance with the basic assignment/transfer policy. Such notification will be provided to the employee within fifteen (15) working days of receipt of the request by the Human Resources Office. Each staff member applying for a vacancy shall be given an opportunity to be interviewed. The interview and the standards for assignment (and transfer) set forth in 11.2.1 below will be the basis for recommendation to fill the vacancy.
- 11.2 Assignment is the annual written notice of placement of a certificated employee in a specific program. An attempt will be made to notify employees of their specific school site as soon as possible. Standards for assignment (and transfer) have been negotiated with the Association and agreed upon. These standards, listed below, will be used in making assignments (or transfers).
- 11.2.1 In making assignments, it shall be the policy of the County Superintendent to assign personnel so that the needs of the child are best met.



- 11.2.1.1 An attempt will be made to match student instructional needs with the interest and commitment of certificated personnel in providing the required services for a particular assignment.
- 11.2.1.2 Staff members must possess the appropriate California license or credential authorizing service in the assignment.
- 11.2.1.3 Unique and/or special talents, skills and experience(s) and/or advanced or related degrees, training or course work may be required for a specific assignment.
- 11.2.1.4 Past and current evaluation, if current evaluation has been completed, appraisals, letters of recommendations, complaints and responses to complaints and incident reports as indications of professional ability, attitude, and competency are to be considered.
- 11.2.1.5 Length of past experience, related experience in the assignment, and seniority will be considered.
- 11.2.1.6 Impact on the continuity, cohesiveness, and stability of the program as it exists within a specific community will be considered.
- 11.2.2 Notice of assignment for classroom teachers will be made no later than twenty (20) days prior to the commencement of the teaching year. The notice shall further specify any special requirements of the placement. Staff members whose annual assignment is unlikely to be changed for the following school year shall be notified as soon as possible.  
  
Designated Instruction staff/Itinerant staff shall provide input to the appropriate department Director regarding their assignment within the ten (10) days after commencement of the teaching year but no later than the first Job Alike meeting of the teaching year. A designated program(s) will be identified for Designated Instruction Services (DIS) and Itinerant staff within ten (10) days after commencement of the teaching year.
- 11.2.3 At any time within twenty (20) working days following commencement of the student year, assignments may be altered due to unanticipated enrollment patterns.
  - 11.2.3.1 Written notice shall be given to the employee to affect such a change and will specify the reasons for the change.
  - 11.2.3.2 If there is a reassignment, a maximum of five (5) workdays will be allowed for the purpose of preparation prior to the commencement of the new assignment. The staff member and appropriate administrator may agree to a shorter preparation period.
- 11.2.4 Thereafter, a current year assignment may only be terminated for the good of the educational program as determined by the County Superintendent. In such an event, the commencement of duties at a new assignment, which is not agreed to by the concerned employee, shall be subject to the provisions of Paragraph 11.3, below.
- 11.3 Transfer is any change in the annual assignment of a certificated employee, which has been made pursuant to 11.2, above.
  - 11.3.1 Voluntary Transfer is a change in the final annual assignment within the current teaching year initiated by the employee.
    - 11.3.1.1 Requests for transfers specifying the effective dates for which transfer is

requested are to be submitted in writing directly to the appropriate division Assistant Superintendent, or the appropriate department Director. It shall specify one of the following:

11.3.1.1.1 The requested transfer is to fill a currently posted vacancy;

11.3.1.1.2 The employee is submitting a request for transfer whether or not a vacancy exists.

11.3.1.2 The request shall be acknowledged by the appropriate division Assistant Superintendent, within fifteen (15) working days of receipt of the request. The certificated employee may obtain information as to the status of the request by contacting the office of the appropriate division Assistant Superintendent, or the appropriate department Director.

11.3.1.3 An employee offered a transfer requested by that employee will accept the new placement. The request for transfer may be withdrawn if done prior to the offering of a new placement.

11.3.2 Involuntary Transfer is a change in annual assignment within the current teaching year directed by the appropriate division Assistant Superintendent, or the appropriate department Director, with the approval of the County Superintendent.

11.3.2.1 The general policy of the County Superintendent shall be to limit the involuntary transfer of staff members.

11.3.2.2 Unless circumstances exist that potentially endanger the welfare of students and require the immediate removal of the employee from their current assignment, the appropriate division Assistant Superintendent, or the appropriate department director, must seek volunteers prior to making an involuntary transfer.

11.3.2.3 Except for 11.3.2.2 above the only factors for an involuntary change in assignment shall be:

11.3.2.3.1 Fluctuation in the number of students causing an increase/decrease in staff;

11.3.2.3.2 Change in class size requirements;

11.3.2.3.3 To facilitate a change in location of the program to another site;

11.3.2.3.4 To improve the educational program being offered to the students, the administrator must specify how a specific change will be expected to aid the improvement of an educational program and shall notify the unit member of this in writing.

11.3.2.3.5 An attempt to improve the teacher's effectiveness, as evidenced during the course of the school year or during the formal evaluation of the staff member. In addition, the evaluator must specify how a specific change will be expected to aid the improvement of the unit member's performance and shall notify the unit member of this in writing.

11.3.2.3.6 If a decrease in the number of pupils or the elimination of program(s) and/or funding occurs, administration will seek input from unit members prior to making an involuntary transfer.

11.3.2.3.7 Other issues that may relate to the policy regarding assignments as set forth in 11.2.1 above.

- 11.3.2.4 If an involuntary transfer is made terminating a current assignment, a maximum of five (5) days following written notification will be allowed for the purpose of preparation prior to the commencement of the new assignment. The staff member and appropriate administrator may agree to a shorter preparation period.
- 11.3.2.5 Nothing precludes the responsible administrator from immediately suspending an employee from their assignment if, in the opinion of the administrator, the employee is engaging in conduct identified in Education Code Section 44932.
- 11.3.2.6 Seniority, for the purpose of assignment and transfer, shall be defined as the unit member's first date of paid certificated service under contract with the Santa Cruz County Office of Education.

## **ARTICLE 12**

### **CLASS SIZE**

After teaching assignments have been finally established, the average class size of special day classes or maximum class size for general education, as established by state law, may be exceeded on a permanent basis only following consultation with the teacher involved, if the teacher requests such consultation. In addition to the teacher and the Area Administrator, the consultation may include the case manager, if requested. It shall occur within ten (10) working days following its request.

## ARTICLE 13

### SHARED CONTRACTS

#### 13.1 Basic Policy and Procedure

- 13.1.1 Contract sharing assignments shall be filled only by certificated staff members who have attained a permanent status.
- 13.1.2 All shared contracts will be on a 50/50 basis, each person being required to work at least fifty percent (50%) of the time.
- 13.1.3 Participants will be expected to formulate their yearly instructional plan before school begins in the fall. Both teachers may be requested to be on duty at the beginning of the school year. The required number of days of full-time duty prior to the beginning of each teacher's assignment shall be established by the appropriate administrator and the total working days shall not be greater than required of other teachers.
- 13.1.4 Participants will share attendance at required faculty meetings, parent conferences, and other activities required of full-time members.
- 13.1.5 Applicants must submit a written proposal for contract sharing to the appropriate administrator, listing the proposed work schedule, assignment, duties, general instruction program, and the advantages to the students. The determination as to whether a contract-sharing request will be approved shall be made by the County Superintendent or their designee.
- 13.1.6 Persons cannot be on shared contracts for more than two consecutive years without the review and the specific approval of the County Superintendent.

#### 13.2 Salary

- 13.2.1 Participants will receive one-half the salary they would receive if they were working full-time.
- 13.2.2 Participants shall receive one-half year of service credit toward advancement on the salary schedule. Two one-half years shall constitute a full year of service credit.

#### 13.3 Fringe Benefits

- 13.3.1 Regular full-time fringe benefits shall be provided for any period in which the employee renders full-time service. Optional benefits paid by the employee during the non-service period may be continued when permitted by the carrier contracts.
- 13.3.2 Should employees on shared contracts opt to work on a daily basis of one-half time, each such employee will pay one-half of the cost of fringe benefits.
- 13.3.3 In no case shall fringe benefits paid to two persons sharing a divided contract exceed one full-time fringe benefit.
- 13.3.4 Participants will contribute to the State Teachers Retirement System and will receive credit for one-half year of service towards retirement.

#### 13.4 Leaves During Service Year

If a contract sharer leaves due to illness, etc., the remaining partner will be encouraged to take over the full-time teaching of the class. If the partner is unable to assume the full-time assignment, the

County Superintendent will attempt to secure a half-time substitute. The County Superintendent shall have the decision making responsibilities in such cases.

13.5 Return to Full-Time Service

- 13.5.1 A request to return to full-time assignment must be submitted to the appropriate administrator and the Certificated Personnel Assistant on or before February 1, of the school year preceding the school year in which the full-time assignment will take effect.
- 13.5.2 If a contract sharer desires to go from half time to full-time status, the increase will depend upon the staffing needs of the County Superintendent. The transfer of any person shall adhere to the regular transfer and assignment policies as provided in Article 11.
- 13.5.3 If at the end of the shared contract service year, one teacher leaves, the other teacher will be required to return to full-time service, if no other teacher desires a half-time contract.

## ARTICLE 14

### **RETIREMENT PROGRAM**

#### Participant Status:

As a condition of participation in the programs below, (with exception of the Reduced Workload Option in 14.2), unit members will resign their position with the County Office of Education, terminating their certificated employment, and enter either CalPERS or CalSTRS service retirement status. In such a status, the retirant will cease to be a member of the Certificated Employee Unit and, will not have rights or responsibilities under the remaining provisions of this Agreement.

The Reduced Workload Program is a pre-retirement option and, as such, does not require an applicant's resignation. This pre-retirement program is open only to members of the California State Teachers Retirement System.

#### 14.1 Retiree Health Benefits

Members of the Certificated Unit may retire and continue participation in the health benefit plans (medical, dental, vision) provided to current certificated employees listed in Appendix D under the conditions listed below. The effects of any change in these plans by the JPA will be negotiated upon request. Unit members hired on or after July 1, 2011, will have their retirement benefit frozen at the maximum employer contribution at the time of employee's retirement.

14.1.1 The retirant must be at least fifty-five (55) years of age.

14.1.2 The retirant shall have been an active, full-time employee of the County Office of Education for a period of at least ten (10) consecutive years immediately prior to retirement, or .80 FTE employee of the County Office of Education for a period of at least fifteen (15) consecutive years immediately prior to retirement. The County Superintendent may waive the requirement of the ten (10) consecutive years as an active employee or full-time employment requirement for any applicant for this program.

14.1.3 The County Office of Education will pay one (1) year of the medical, dental and vision insurance premiums commensurate to the plan for active members as set forth in Appendix D for each two (2) years of active, full-time employment for the County Office of Education.

14.1.4 The premiums provided under this program will be paid by the County Office of Education for the maximum number of years as determined in 14.1.3 above, but in no event will premiums be paid after the retirant reaches the age of sixty-five (65).

#### 14.2 Reduced Workload Program

The County Office of Education may allow certificated staff who are members of the California State Teachers Retirement System (CalSTRS), the ability to reduce their workload from full-time service to at least half-time (1/2) service.

A staff member who is employed on a part-time basis under this program shall receive the same credit a staff member would receive if the staff member were employed on a full-time basis.

In order to be a participant in this program, the following conditions must be met:

14.2.1 The staff member must have completed ten (10) years of full-time, or fifteen (15) years at .80 FTE of satisfactory certificated employment with the County Office of Education and must have reached an age of fifty-five (55) prior to the reduction in the workload.

- 14.2.2 The option of part-time employment must be exercised at the request of the staff member and can be revoked only with the mutual consent of the County Superintendent of Schools and the employee. Staff members selected for participation in this program must resign their full-time employment and shall be rehired as part-time employees at the agreed upon percentage level.
- 14.2.3 Application for participation in this program must be made to the County Superintendent of Schools no later than February 15, of the school year preceding the desired year of participation.
- 14.2.4 A staff member employed under this provision shall be paid a pro-rata share of the salary they would be earning if employed full-time. Both the County Office and staff member will continue to pay into the California State Teachers Retirement System (CalSTRS) the amount as if the staff member were employed full-time. The member will continue to receive the same health and welfare benefits provided to certificated staff members working full-time.
- 14.2.5 The minimum part-time employment under this program shall be the equivalent of one-half (1/2) the number of days of service required by the staff member's contract of employment during their final year of service in a full-time position.
- 14.2.6 Employees cannot participate in this program for more than five (5) years. At the end of the five (5) year part-time employment period, the staff member is required to submit a resignation from employment with the County Office of Education.
- 14.2.7 Employees participating in this option and providing satisfactory service during the term of the reduced workload maintain eligibility for retirement benefits as provided under section 14.3 of this Agreement.
- 14.2.8 No more than five percent (5%) of the certificated staff may become participants in this program during each school year.
- 14.2.9 Certificated staff who are members of the California Public Employee Retirement System (CalPERS) are not eligible for the Reduced Workload Option.

### 14.3 Temporary Service Program

The County Office of Education may contract with unit members who have retired from the COE and elect to return to work to provide services to the COE. Any person retained to furnish such services shall meet the following requirements: The participant shall have retirement status with either the California State Teachers Retirement System or Public Employee Retirement System.

- 14.3.1 The participant shall be appropriately trained, experienced, credentialed, and competent to render services which may include: mentorship, long-term substitute, consultation, program start-up, IEP development, as well as any other needs which cannot be met within the current system. The participating member shall be paid their hourly rate in effect at the time of their retirement.



## ARTICLE 15

### ASSOCIATION RIGHTS

- 15.1 The Association shall be allowed the use of County Superintendent facilities for necessary meetings when not otherwise in use. All policies and procedures regulating the use of facilities shall be followed.
- 15.2 The Association may utilize school equipment, not otherwise in use, which is normally available to staff within the employees' work areas. Association shall supply all consumable materials used and shall reimburse the County Superintendent for any repairs or damage to the equipment used.
- 15.3 The Association shall have a mail slot at the County Superintendent's main office and shall have the right to post notices of activities and matters of Association concern on bulletin boards. Bulletin boards purchased by the Association may be placed in each school building. Size and location of bulletin boards shall be as approved by the Site Supervisor.
- 15.4 The Association may use the County Superintendent interschool mail for communication to unit members.
- 15.5 Representatives of the Association shall be permitted to transact Association business on school property during non-instructional time and not in the presence of students and in conformance with the regulations of the County Superintendent.
- 15.6 The Association will be provided a roster of the names and addresses of the staff who are members of the certificated unit during the first week of October and the first week of February of each school year. All new unit members shall be requested to complete a personal information notice for the Association at the time of initial hire. That information shall be provided to the Association President within thirty (30) days of hire outside the two timeframes listed above.
- 15.7 A representative from the Association shall have a total of six (6) days of paid leave to attend meetings of the Santa Cruz County Medical Group Joint Powers Authority. It is anticipated that there will be twelve (12) meetings per year of one-half (1/2) day duration. The representative will be responsible for sharing pertinent information with Association members; however, this is not meant to alter the responsibility of the Superintendent to notify all certificated employees of necessary health and welfare benefit information and changes.
- 15.8 If held, the County Superintendent or their designee will provide at least ten (10) days' notice of all new employee orientations for bargaining unit members and permit the Association access to such orientations. The Association shall be provided at least twenty minutes at such orientation meetings to discuss the function of the Association and membership information.

## ARTICLE 16

### PROCEDURES FOR GRIEVANCES

#### 16.1 Definitions

- 16.1.1 A "grievance" is an allegation by a grievant that they have been directly affected by a misinterpretation, misapplication or violation of the specific provisions of this Agreement.
- 16.1.2 A "grievant" is an employee covered by the terms of this Agreement with an alleged grievance.
- 16.1.3 A "day" is defined to mean a day the office of the County Superintendent is open and conducting business.

#### 16.2 Informal Level

Before filing a formal grievance, the grievant shall attempt to resolve it by an informal conference with their immediate supervisor. The grievant must initiate this informal process within ten (10) days after the grievant knew, or by reasonable diligence would have known, of the act or omission giving rise to the grievance. Failure to file a formal grievance within the specified time limits shall be deemed an acceptance of the decision at the informal level.

#### 16.3 Formal Level

##### 16.3.1 Step I

- 16.3.1.1 Within ten (10) days after the exhaustion of the process at the informal level, the grievant must present their grievance in writing on the form prescribed by the County Superintendent or their immediate supervisor. (Appendix F)
- 16.3.1.2 This statement shall be a clear, concise statement of the grievance, the specific section of the Collective Bargaining Agreement allegedly violated, the circumstances involved, the decision rendered at informal conference, and the specific remedy sought.
- 16.3.1.3 The immediate supervisor shall communicate their decision in writing within ten (10) days after receiving the grievance. Failure by a grievant to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.

##### 16.3.2 Step II

- 16.3.2.1 In the event the grievant is not satisfied with the decision at Step I, the grievant may appeal the decision on the form prescribed by the County Superintendent to the Administrator in charge of the employee's educational program, within ten (10) days after receiving a decision from Step I.
- 16.3.2.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered, and a clear, concise statement of the reasons for appeal.
- 16.3.2.3 The Administrator shall communicate their decision, in writing, to the grievant within ten (10) days after receiving the appeal. Failure by a grievant to appeal a decision within the specified limits shall be deemed an acceptance of the decision.
- 16.3.2.4 In the event that the grievant's immediate supervisor is the administrator in charge of the employee's educational program, Step II is to be bypassed and the grievant

may immediately proceed to Step III below.

#### 16.3.3 Step III

- 16.3.3.1 In the event the grievant is not satisfied with the decision at Step II, the grievant may appeal the decision on the form prescribed by County Superintendent to the Assistant Superintendent having responsibility for the overall management of the employee's educational program within ten (10) days after receiving a decision from Step II.
- 16.3.3.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear, concise statement of the reasons for appeal.
- 16.3.3.3 The Assistant Superintendent shall communicate their decision, in writing, to the grievant within ten (10) days after receiving the appeal. Failure by a grievant to appeal a decision within the specified limits shall be deemed an acceptance of the decision.

#### 16.3.4 Step IV

- 16.3.4.1 In the event the grievant is not satisfied with the decision at Step III, the grievant may make written appeal of the decision to the County Superintendent within ten (10) days after receiving a decision from Step III. The appeal shall take the form of a request calling for the convening of an informal fact finding committee (hereinafter "committee") and shall include a copy of the original grievance, the decisions rendered, and a clear, concise statement of the reasons for the appeal.
- 16.3.4.2 The committee shall be composed of one person of the employee's choice, one person of the County Superintendent's choice, and one person chosen by these two selected members.
- 16.3.4.3 The selection process shall be completed by both parties within ten (10) days following the appeals receipt by the County Superintendent.
- 16.3.4.4 The expenses attendant to the selection of committee members and the payment of any and all fees charged by the committee members shall be borne and paid by the appointing party.
- 16.3.4.5 The committee, within ten (10) days of its formation, shall meet and consider the original grievance, the decisions rendered, and the statement of the reasons for the appeal. Based solely upon the issues raised in the written record, the committee shall reach a majority position as to the facts of a grievance and recommend terms of settlement. Such recommendations, which shall be advisory only, shall be submitted in writing to the County Superintendent and to the grievant.
- 16.3.4.6 The committee shall have no authority to add to, delete, or alter any provisions of this Agreement, but shall limit their recommended settlement to the application and interpretation of this Agreement's provisions.
- 16.3.4.7 Within ten (10) days following the receipt of the committee report, the County Superintendent shall review the report, the written record and render a final and binding decision on the grievance.

#### 16.4 Miscellaneous

- 16.4.1 Response: If the County Superintendent or their designee fails to respond to a grievance within the time limits specified for that step, the grievant shall have the right to appeal to the next step.
- 16.4.2 Conference: Grievants shall have the right to a conference, upon request, at each level.
- 16.4.3 Records: All records of the proceedings shall be retained by the Personnel Department in a separate secured grievance file.
- 16.4.4 Reprisals: No reprisals shall be taken by or against any participant in a grievance procedure by reason of such participation.
- 16.4.5 Representation: Each party may be represented by a conferee at each formal stage of the grievance procedure.
- 16.4.6 Pay: A grievant required to absent themselves by reason of these grievance procedures to appear at a conference with the County Superintendent shall not suffer any loss of pay. A grievant required to be absent from duty for the purpose of gathering information, interviewing witnesses or preparing a presentation shall not suffer any loss of pay. All first through fourth step grievance processing at the formal level, including any or all conferences, shall only occur during periods other than scheduled contact time with students.
- 16.4.7 Time Limitations: Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.
- 16.4.8 Forms: Forms for filing and processing grievance shall be prepared by the administration with the cost being borne by the County Superintendent of Schools.
- 16.4.9 A Grievance Without Intervention: An employee may present and have resolved a grievance without the intervention of the Association, as long as the adjustment is not inconsistent with the terms of this Agreement; provided that the County Superintendent shall not agree to a resolution of the grievance until the exclusive representative has received a copy of the grievance and the proposed solution and has been given the opportunity to file a response.

## ARTICLE 17

### SAFETY

#### 17.1 Specialized Health Care Procedures

- 17.1.1 Certificated bargaining unit members who are classroom teachers, DIS, or Resource Specialists shall not be required to perform specialized medical procedures (including, but not limited to gastrostomy tube feeding, catheterization, injections, suction, intravenous feeding, and drainage).
- 17.1.2 Classroom teachers, DIS, or Resource Specialists shall only dispense or administer oral medication with written authorization and permission and prior training.
- 17.1.3 Certificated bargaining unit members with students requiring specialized medical procedures shall have responsibility for monitoring whether or not such procedures are medically prescribed and are provided as scheduled, whether the individual who is performing the procedures is qualified to do so (e.g. has received training for the procedure), and whether the same individual is prepared to perform duties related to the procedure as assigned by administration. Accordingly, all certificated bargaining unit members with students requiring specialized medical procedures shall receive and participate in sufficient training to provide the oversight described above and assistance in an emergency.
- 17.1.4 The Santa Cruz County Office of Education will represent any bargaining unit member for claims or actions against the employee for an injury or death arising out of an act or omission associated with authorized dispensing or administration of medication.

## **ARTICLE 18**

### **COMMITMENT TO AGREEMENT**

- 18.1 It is the intent of the parties that during the term of this Agreement the members of the Unit shall faithfully and diligently perform all of the duties normally associated with their positions.
- 18.2 In the event that members of the Unit take any steps in violation of the provisions of this Article, Association shall make every effort to prevent such activities and to induce the employees to comply with the terms of this Agreement.
- 18.3 In the event of violation of this Article, the County Superintendent may terminate any right granted by this Agreement or by other provisions.

## **ARTICLE 19**

### **STATUTORY CHANGES**

- 19.1 Improvements in benefits which are mandated by statutory revisions or additions in California or federal laws shall be incorporated into this Agreement.
- 19.2 Changes in benefits, which are permissive as a result of statutory revisions, or additions in California or federal laws shall be negotiated as soon as possible within 30 days.

## ARTICLE 20

### COMPLETION OF AGREEMENT

- 20.1 This document comprises the entire Agreement between the County Superintendent and the Association on the matters within the lawful scope of negotiations.
- 20.2 The provisions of this Agreement shall supersede any rules, regulations, practices or provisions of earlier negotiated agreements, which may be contrary or inconsistent with its terms.
- 20.3 No later than February 15 of the calendar year in which this Agreement expires, the Association shall notify the Superintendent of its intention to bargain a successor Agreement.
- 20.4 No later than the end of February prior to any school year for which contract changes are being proposed (including a year in which this Contract expires), the parties will submit their initial proposals to each other. In the case of a modification to an ongoing contract, either party may seek modification of Article 6 (Compensation) plus proposals or changes/additions of no more than two (2) current or additional Articles. Additional proposals or changes/additions may be proposed by mutual consent of the Association and the County Superintendent.
- 20.5 Notwithstanding paragraph 20.4, if negotiations of an earlier contract have not concluded by May 30th, the parties shall submit their initial proposals by September 30th or thirty (30) days after ratification of the earlier contract, whichever is later.
- 20.6 The County Superintendent shall present such proposals at the first Board Meeting that occurs ten (10) or more days after submission of the proposals and shall hold a public hearing at the next Board Meeting thereafter.
- 20.7 The parties shall meet and negotiate in good faith on negotiable items on a successor Agreement beginning no later than thirty (30) days following the "sunshining" of the proposals, as described in paragraph 20.6.
- Within thirty (30) days of ratification of the Agreement by both parties herein, the Superintendent shall have the appropriate number of copies prepared and made available to Association unit members.
- 20.8 By written mutual consent of the parties to this Agreement, any provisions of this Agreement may be renegotiated at any time.



## ARTICLE 21

### SAVINGS

If any provision of this Agreement or any application thereof to any employee is held by the final judgment of a court of competent jurisdiction, or a final unappealed decision of the Public Employment Relations Board, to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such judgment or decision, but all other provisions or applications shall continue in full force and effect. Upon written request of the parties hereto, negotiations will be reopened for the purpose of considering a substitute provision.

IN WITNESS WHEREOF, THIS AGREEMENT has been duly ratified and accepted on the dates below, as indicated by its execution by the duly authorized representative of each party hereto.

Date \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
Elizabeth Burnham-Grau, President  
SCCEA/CTA/NEA

\_\_\_\_\_  
Faris Sabbah  
Santa Cruz County Superintendent of Schools

## APPENDIX A-1

### RESPONSIBILITY FACTOR - CASE MANAGEMENT

Case Management role and duties shall be defined as follows:

As case managers staff shall (1) coordinate and monitor all aspects of the IEP process, (2) provide liaison to the school districts regarding student placement and/or services and other agencies e.g. SELPA, CPS, CCS, SARB, SARC, Mental Health, (3) provide consultation to school districts and agencies regarding referral process and (4) provide in-service training to districts, other agencies, and group homes and care providers on identifying and treating students with special needs.

1. IEP PROCESS - Case managers are responsible for:
  - A. Monitoring and reviewing the IEP meeting schedule.
  - B. Identifying people to be notified and invited to the meetings.
  - C. Notifying area administrators of any needed changes.
  - D. Coordinating the assessment team for triennial assessments.
  - E. Facilitating and recording results of meetings as the administrative designee in the absence of or at the request of the administrator.
  - F. Securing all reports and forms from other professionals and parents.
  - G. Follow-up to be sure all services on the IEP are provided and goals and objectives pursued. Complete referrals for additional services as required.
  - H. Confirming through phone calls IEP status and requesting records from previous schools on transfer of students.
  - I. Facilitating the administrative placement process based on IEP from previous placement.
  - J. Consulting with group home parents, foster parents, parents, social workers, probation officers, etc. on most appropriate least restrictive educational placement for student prior to special education placement or changes in special education.
  - K. Facilitating the transfer of students from multi-graded schools to necessary district programs.
  - L. Arrange for and/or attend pre-enrollment meetings for child prior to entry in a particular program.
  - M. Coordinate regular informal reviews of SED student's programs at weekly staffings.
2. LIAISON TO SCHOOL DISTRICT RE: STUDENT PLACEMENT - the case managers are responsible for:
  - A. Responding to referrals or possible referrals by observing student in their current classroom or home and making recommendations to district personnel.
  - B. Making recommendations to COE administrator regarding most appropriate COE placement.
  - C. Contracting the appropriate school district personnel in the case of a COE referral to the

school district or for mainstreaming of a COE student.

- D. Attend district IEP's involving possible placement of students in COE programs and provide information regarding COE programs to members of the IEP team.
  - E. Set up and attend transition/registration meetings for special education students transferring from COE to district programs.
3. LIAISON TO OTHER AGENCIES, e.g. SELPA, SARB, CPS, SARC, Mental Health, Social Services, Public Health, Probation, Vocational Rehabilitation, etc. the case manager is responsible for:
- A. Receive and respond to inquiries about students.
  - B. Coordinate with SARC workers regarding mutual students including sometimes attending IEP meetings upon request.
  - C. Coordinate the transition plan for older students with SARC and the Skill Center or Voc Rehab.
  - D. Make referrals to CPS in cases of abuse or suspected abuse beyond the usual legal requirement of reporting.
  - E. Assist CPS workers in investigating and sometimes mitigating abuse cases.
  - F. Provide recommendations to probation officers upon request and may include representing COE in juvenile court.
  - G. Process referrals to Mental Health in the case of Seriously Emotionally Disturbed students.
  - H. Coordinate the 3632 IEP process with Mental Health for voluntary out-of-home placements.
  - I. In the case of LCI students facilitate communications between Santa Cruz County agencies, i.e., Mental Health and Probation and agencies from county of origin to provide the most appropriate service.
  - J. Coordinate/consult with SELPA Program Specialists on low incident needs of pupils and facilitate transfer of students between programs or the need for one-to-one aide.
4. CONSULTATION AND IN-SERVICE TO DISTRICTS, agencies and group homes, the case manager:
- A. Provides consultation to school districts regarding the referral process and in-service training to identify students with exceptional needs - especially SED students.
  - B. Provides upon request in-service training to agencies regarding effective classroom and home coordinated treatment for students with exceptional needs especially in cases where a well- coordinated behavioral plan is needed.
  - C. Provides consultation and in-service training to group home staff for consistency in behavior management and awareness of special education procedures and legal mandates for service.
  - D. Consults/coordinates in-service to multi's staff on legal mandates and how to access various services for pupils from the SELPA.

## **APPENDIX A-2**

### **RESPONSIBILITY FACTOR - HEAD TEACHER**

1. Head Teacher role and duties shall be defined as follows:
  - A. Explain assigned programs to students, parents, staff, district, the community and other interested persons.
  - B. Monitor facility and equipment regularly and conduct appropriate follow-up.
  - C. Confer with administrator on a regularly scheduled basis.
  - D. Conduct open house activities.
  - E. Recommend equipment and services needed by operational programs.
  - F. Participate in the interviews of prospective certificated, classified, and volunteer personnel.
  - G. Serve as "contact person" on the program site.
  - H. Act as host or hostess for the site program and request all visitors to sign the visitor's register.
  - I. Act as responsible certificated staff member in all emergencies when the administrator is not available.
  - J. Identify potential or emerging problems - conduct appropriate follow-up with Area Administrator.
  - K. Maintain a strong liaison between site staff and administration.
  - L. As needed, seek clarification of roles and responsibilities of administrators, head teachers, support staff and site staff.
  - M. Conduct activities that promote established program goals and objectives.
  - N. Report assigned program activities to the administrator as directed.
  - O. Transmit to the business office of the County Office of Education any monies, time slips and forms collected at the site, including donations.
  - P. Maintain standards for staff and pupil behavior at the school site.
  - Q. Conduct orientation with new teachers and review content of staff handbook.
  - R. Encourage and maintain a functional and attractive site environment.
  - S. Enlist parent and volunteer involvement in helping children, participation in parent education activities and school functions.
  - T. Perform basic attendance accounting activities of teachers and aides.
  - U. Be responsible for personnel time management system (time sheet).
  - V. Act as chairperson for site or program parent meetings and program staff meetings, unless otherwise designated.
  - W. Report accidents (of students and staff) and emergencies to administrator.

- X. Serve on Emergency Preparedness Committee, and take a leadership role in site preparation and compliance with Education Code regarding emergency drills.
- Y. Keep staff informed of new administrative directives and/or review existing directives.

## **APPENDIX B**

### **SABBATICAL LEAVE**

#### **1.1 Objectives of Sabbatical Leave**

- 1.2 Sabbatical leave is a leave of absence granted to certificated employees for a period not to exceed one (1) year for the purpose of permitting study or travel which will benefit the pupils in schools and classes maintained by either Superintendent of Schools or the school districts of Santa Cruz County.

#### **2.1 Extent and Distribution of Leaves**

- 2.2 Not more than one year of sabbatical leave shall be granted to certificated employees of the Santa Cruz County Office of Education in any one year.
- 2.3 Not more than one such leave shall be granted to an employee for each seven-year period of service.
- 2.4 Sabbatical leaves shall be granted to or shared by one or more certificated employees on an alternating basis beginning with the 1974-75 year. The option for 1974-75 is granted to certificated person who is in a teaching position.

In the event the option is not exercised in any given year, the non-scheduled certified class of employees may apply. Such unscheduled use of the annual option shall not interrupt the year-to-year authorization as established in the 1974-75 year.

#### **3.1 Sabbatical Leave Requirements**

- 3.2 Sabbatical leaves must be preceded by at least seven consecutive years of certificated service, all of which shall have been served while employed by the Santa Cruz County Office of Education.
- 3.3 Sabbatical Leaves for Study
- 3.3.1 An employee on sabbatical leave for formal study shall complete at least 18 semester or 21 quarter units of upper division or graduate work during the sabbatical year. These courses shall be exclusive of correspondence courses.
- 3.3.2 Previous to each leave, the course of study must be submitted and approved by the Superintendent. A special project or research problem may be substituted for unit requirements if approved in advance by the Superintendent.
- 3.3.3 Evidence of the completion of the approved course of study shall be submitted to the Superintendent.
- 3.3.4 Sabbatical Leaves for Travel
- 3.3.5 Employees on sabbatical leave for travel shall remain in travel status at least 60% of the period of leave granted. Travel status may include residence in another state or a foreign country as well as following an itinerary of specified travel.
- 3.3.6 An application for leave shall include, in general terms, an itinerary of the proposed travel, together with a statement concerning the proposed objectives of travel.

- 3.3.7 Upon completion of the leave, and within sixty (60) days of the employee's return to duty, an itinerary and a written report shall be submitted to the Superintendent.

4.1 Application for Sabbatical Leave

- 4.2 Application for the sabbatical leave shall be submitted to the Superintendent after July 1, and not later than January 15, preceding the school year for which the leave is requested.
- 4.3 A sabbatical leave committee shall be appointed by the Superintendent to serve for a period of 3 years. This committee shall consist of 5 members, 2 of who shall be teachers and 3 of whom shall be program managers employed by the County Superintendent of Schools, including the manager of the employee whose application for sabbatical leave is being reviewed.
- 4.4 The sabbatical leave committee shall have the authority to interview the applicant and to request further explanation of their sabbatical leave plans. The committee shall make its recommendations on the application to the Superintendent. The Superintendent may reject or approve the application. The Superintendent shall notify the applicant within forty (40) days after receiving the committee's recommendation whether the leave will be granted.

5.1 Compensation While on Sabbatical Leave

- 5.2 Compensation while on sabbatical leave shall be fifty percent of the salary the employee would have received had they been employed in their regular position.
- 5.3 Compensation shall be paid the employee while on leave of absence in the same manner as if the employee were employed by the County Schools Department, upon the furnishing by the employee of a suitable bond indemnifying the County Superintendent against loss in the event that the employee fails to render at least two years' service in the employ of the County Superintendent following the return of the employee from the leave of absence. The bond shall be exonerated in the event the failure of the employee to return and render two years' service is caused by the death, physical or mental disability of the employee.

For leaves of less than one year authorized and taken, the employee shall render a period of service in the employ of the County Superintendent of Schools following their return from leave of absence, which is equal to twice the period of the leave.

- 5.4 The County Superintendent shall be freed from any liability for the payment of any compensation or damages provided by law for the death or injury of an employee of the County Superintendent employed in a position requiring certification qualifications when the death or injury occurs while the employee is on any leave of absence.

6.1 Other Compensation

Sabbatical leave will not be granted in order that an employee may accept another position for which they receive compensation. It is recognized, however, that employees on sabbatical leave may be employed for limited periods of time as consultants or to work in other jobs for a limited period of time for the purpose of gaining experience in fields related to their professional responsibilities as an employee of the County Superintendent of Schools. In every case where an employee plans to receive compensation for other work while on sabbatical leave, the nature of the work, the time involved, and the amount of compensation expected to be received shall be indicated within the application for such leave, described in paragraph 4 above.

Should an opportunity for other employment become available after commencement of the leave, the employee shall request approval of the County Superintendent for modification of the sabbatical

leave contract prior to accepting such other employment.

The written report of the sabbatical leave required by 3.2.3 and 3.3.3 above shall include a description of any work actually performed, the amount of time spent and the compensation received.

7.1 Fringe Benefits

Unless otherwise specifically excluded in this policy, employees on sabbatical leave shall receive all fringe benefits accorded other employees of the office serving in similar positions.

8.1 Effect of Sabbatical Leave on Salary Increments

Such leave shall be counted as a year of service and experience on the salary schedule. Credit for units taken on sabbatical leave shall be counted as additional training units for advance in classification on the salary schedule.

9.1 Return to Service

At the expiration of the leave of absence, the employee shall be assigned, unless they otherwise agrees, be assigned to the same position previously held.

10.1 Priorities in Selection for Sabbatical Leave

10.2 Value of the leave to the schools and pupils of the County.

10.3 Length of service for the Santa Cruz County Office of Education.

10.4 Distribution of sabbatical leaves among the various subdivisions of the Office of Education.



## **APPENDIX C**

### **ASSIGNMENT STATEMENT**

For the County Superintendent of Schools, the most essential factor in making annual assignments is that which is best for the educational program and the students served by it. Some combination of the following factors will also be considered:

- 1.0 Student instructional needs are to be matched with the ability and competence of staff members so as to provide effective service in an assignment.
- 2.0 Staff members must have on file with the County Superintendent of Schools, a valid California license or credential authorizing service in an assignment.
- 3.0 Particular positions may have specified unique or special requirements that individual staff members must possess in order to be considered for assignment.
- 4.0 Past evaluations, which are overall appraisals of the staff member's effectiveness, are to be considered when making an assignment.
- 5.0 Professional attitude, which includes such factors as involvement with fellow staff members, desire to improve the instructional program and personal growth in the performance of credentialed service, will be considered when making an assignment.
- 6.0 Length of past experience in the assignment area or related service may be considered when making an assignment.
- 7.0 General work history in the County Office may be considered when making an assignment.
- 8.0 Work history or other experience gained outside of the County Office may be considered when making an assignment.
- 9.0 The ability to provide services in addition to those required by the basic position description may be considered when making an assignment.
- 10.1 The primary or minor fields of academic study of individual staff members may be considered when making an assignment.

## APPENDIX D

2023-2024

### MAXIMUM EMPLOYER CONTRIBUTION FOR SCCEA HEALTH AND WELFARE BENEFITS

For 2023-24 (October 1, 2023 through September 30, 2024), the employer shall contribute an amount equal to fund the health plans listed below:<sup>1</sup>

<b><u>Health Plans</u></b>	<b><u>Maximum Monthly Employer Contribution</u></b>
Anthem Blue Cross Premier 20 HMO <sup>2</sup>	\$1,877.76
Delta Dental Service; maximum coverage of two thousand dollars (\$2,000.00) per year per eligible person <sup>3</sup>	\$121.03
Vision Service Plan, Plan C (enhanced)	\$20.81
\$25,000.00 <sup>4</sup> Employee Level Term Life Insurance	\$3.75
Long-Term Disability	Standard Salary Schedule - (Employer Paid)

Option: Employee may buy up to either of the Anthem Blue Cross PPO Plans. Employer will offer an IRS 125 Plan for premium payments. Employee may also select one of the current lower cost Anthem Blue Cross HMO plans provided by Self Insured Schools of California (SISC).

1. *Health plan information updated annually.*
2. *Employee contribution varies according to the plan chosen by the employee.*
3. *If the provider is a PPO dentist, maximum coverage is two thousand two hundred dollars (\$2,200.00) per year, per eligible person.*
4. *Employees will be entitled to the full benefit amount up to age 65. On your 65th birthday but under 70, the amount of Your Basic Life Insurance will be limited to sixty-five percent (65%) of coverage amount. On or after your 70th birthday, the amount of such insurance will be fifty percent (50%) of the coverage amount.*

*If you are under age 65 on the effective date of your insurance, the amounts of Your Basic Life Insurance on and after age 65 will be sixty five percent (65%) of such insurance in effect on the day before your 65th birthday. On and after your 70th birthday, the amount of such insurance will be fifty percent (50%) the amount of such insurance in effect on the day before your 65th birthday. The appropriate percentage will be effective on March 1st following the attainment of your age.*

## **APPENDIX E**

### **CATASTROPHIC LEAVE BANK**

#### **1. CREATION**

- 1.1 The County Superintendent of Schools and the Association agree to form a Catastrophic Leave Bank. The Catastrophic Leave Bank shall be funded in accordance with the terms of Section 2 below.
- 1.2 Days in the Catastrophic Leave Bank shall accumulate from year to year.
- 1.3 Days shall be contributed to the Bank and withdrawn from the Bank without regard to the daily rate of pay of the Catastrophic Leave Bank participant.
- 1.4 The Catastrophic Leave Bank shall be administered by a three (3) member Catastrophic Leave Bank Committee appointed by the Association, hereinafter referred to as the Committee.

#### **2. ELIGIBILITY AND CONTRIBUTIONS**

- 2.1 All Unit Members on active duty with the Santa Cruz County Office of Education are eligible to contribute to the Catastrophic Leave Bank.
- 2.2 Participation is voluntary, but requires contribution to the Bank. Only contributors will be permitted to withdraw from the Bank.
- 2.3 Unit members who elect not to join the Catastrophic Leave Bank upon first becoming eligible have a waiting period of 30 duty days after joining the Bank before becoming eligible to withdraw from the Bank.
- 2.4 The contribution shall be made on the "Certification Catastrophic Leave Bank Contribution Form" through the Personnel Office, and will be authorized by the Unit Member. The contribution is irrevocable.
- 2.5 Cancellation occurs automatically whenever a unit member fails to make their annual contribution or assessment unless contribution for that year is not required. Cancellation will be submitted on the "Certificated Catastrophic Leave Bank Cancellation Form", and may be affected at any time through the Personnel Office, and the Unit Member shall not be eligible to draw from the Bank as of the effective date of cancellation. Sick leave previously authorized for contribution to the bank shall not be returned if the Unit member effects cancellation.
- 2.6 Initial contributions shall be made within thirty (30) days of a request by SCCEA to implement the Catastrophic Leave Bank. All subsequent contributions shall be made between September 1 and October 1 of each school year. All new unit members will be asked by SCCEA to contribute within thirty (30) calendar days of beginning work. The Santa Cruz County Office of Education shall supply enrollment forms for the Catastrophic Leave Bank to all unit members.
- 2.7 The annual rate of contribution by each participating Unit member for each school year shall be one (1) day of sick leave, which shall be deemed to equate to the legal minimum required by Education Code 44043.5. Members may choose to contribute more days.
  - 2.7.1 An additional day of contribution will be requested of participants if the number of days in Bank falls below ten (10). Catastrophic Leave Bank participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the bank.

2.7.2 If the number of days in the bank at the beginning of a school year exceeds twenty- five (25), no contribution shall be required of returning Unit members. Those Unit members joining the Catastrophic Leave Bank for the first time and those returning from catastrophic leave, shall be required to contribute one day to the Bank.

2.8 Unit members who are retiring or leaving the employ of the District may contribute their unused sick leave to the Catastrophic Leave Bank.

### 3. WITHDRAWAL FROM THE BANK

3.1 Catastrophic Leave Bank Participants, whose sick leave is exhausted, may withdraw from the Bank for catastrophic illness or injury. Catastrophic illness or injury shall be defined as any illness or injury that incapacitates the Unit member for over ten (10) consecutive days or incapacitates a member of the unit member's family for over ten (10) consecutive days which requires the unit member to take time off work to care for that family member, and taking extended time off work creates a financial hardship because they have exhausted all of their paid time off. If a reoccurrence or a second illness or injury incapacitates a unit member or member of the unit member's family within twelve (12) months, it shall be deemed catastrophic after five (5) consecutive days. Thus, a participant who used the Bank, after exhaustion of sick leave, for 25 days to care for their spouse who dies of cancer, and, after returning to work, suffers a heart attack, shall be deemed to have a second catastrophic illness and may again withdraw from the Bank after only five (5) consecutive duty days off work.

3.2 Participants must use all sick leave (but, not differential leave) as defined in Article 10, Paragraph 10.2, available to them before eligible for a withdrawal from the Bank.

3.3 Participants who have exhausted sick leave, but still have differential leave available are eligible for a withdrawal from the Catastrophic Leave Bank. The County Superintendent shall pay the Participant full differential pay and the Bank shall be charged one-half (1/2) day.

3.4 The first ten (10) consecutive days of illness or disability must be covered by the Participant's own sick leave, differential leave, or leave without pay the first time said Participant qualifies for a withdrawal draw from the Bank. For subsequent withdrawals within twelve (12) consecutive months, the first five (5) consecutive days of illness must be covered by the Participant's own sick leave, differential leave, or leave without pay.

3.5 If a Participant is incapacitated, applications may be submitted to the Committee by the Participant's agent or member of the Participant's family.

3.6 Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than ten (10) days to be used within two (2) calendar months. Participants may submit requests to the Committee for extensions of withdrawals as their prior grants expire. A Participant's withdrawal from the Bank may not exceed the statutory maximum period of twelve (12) consecutive months. Any days approved but not used by the employee shall be returned to the Catastrophic Leave Bank.

3.7 Participants applying to withdraw or extend their withdrawal from the Catastrophic Leave Bank will be required to submit a doctor's statement indicating the nature of the illness or injury and the probable length of absence from work. Members of the Committee shall keep information regarding the nature of the illness confidential. A Participant's withdrawal may not exceed the statutory maximum period of twelve (12) consecutive months.

3.8 If a participant has drawn ten (10) Catastrophic Leave Bank days and requests an extension, the Committee may require a medical review by a physician of the Committee's choice at the Participant's expense. The Committee shall choose only a physician who qualifies under the District

offered insurance policy. Refusal to submit to the medical review will terminate the Participant's continued withdrawal from the Bank. The committee may deny an extension of withdrawal from the Catastrophic Leave Bank based upon the medical report. The Participant may appeal any termination under the procedures outlined in Section 3.13 below.

- 3.9 Leave from the Bank may not be used for illness or disability which qualify the Participant for Worker's Compensation benefits unless the Participant has exhausted all Worker's Compensation leave, their own sick leave, and provided further that the Member signs over any Worker's Compensation checks for temporary benefits to the County Superintendent. If there are any Worker's Compensation checks signed over to the Santa Cruz County Office of Education (SCCOE), the Bank will not be charged days, or if charged, will be reimbursed the number of days for which the Worker's Compensation payment is equivalent to a regular day of pay at the negotiated rate for that Participant. If the District challenges the Worker's Compensation claim, the Participant may draw from the Bank, but upon settlement of the claim, the Bank shall be reimbursed the days by the County Superintendent.
- 3.10 When the Committee may reasonably presume that the Applicant for a draw may be eligible for a Disability Award or a Retirement under STRS or, if applicable, Social Security, the Committee may request that the draw applicant apply for disability or retirement. Failure of the draw applicant to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days will disqualify for further Catastrophic Leave Bank payments. Any requests for additional medical information from STRS or Social Security shall be submitted within ten (10) days or the Participant's entitlement to Catastrophic Leave Bank payments will cease. If denied benefits by STRS or Social Security, the Applicant must appeal or entitlement to the Catastrophic Leave Bank shall cease.
- 3.11 If the Catastrophic Leave Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the County Superintendent is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal, or an extension of withdrawal, because of insufficient days to fund the request, they shall notify the participants, in writing, of the reason for the denial.
- 3.12 Withdrawals shall become effective immediately upon the exhaustion of sick leave or the waiting periods provided for in Section 2.3 and 3.4, whichever is greater. For example, if a Participant contributed when first eligible to contribute (Section 2.3) and had ten (10) days of accumulated sick leave when the illness began (Section 3.4), they shall begin withdrawing upon the eleventh (11th) duty day, if otherwise eligible. If the Participant had fifteen (15) days of sick leave at the beginning of the illness, they shall begin withdrawing days on the sixteenth (16th) duty day. If the Participant had five (5) days of sick leave at the beginning of the illness, they shall begin withdrawing days on the eleventh (11th) duty day.
- 3.13 Catastrophic Leave Bank participants who are denied a withdrawal or whose withdrawal is not renewed or terminated may, within thirty (30) days of denial, appeal, in writing, to the Executive Board of the Association. The Executive Board of the Association shall hold a hearing within fifteen (15) duty days of the hearing. If the Participant's incapacitation does not allow participation in this appeal process, the Participant's agent or member of the family may process the appeal.

#### 4. ADMINISTRATION OF THE BANK

- 4.1 The Catastrophic Leave Bank Committee shall have the responsibility of developing forms, maintaining the records of the Catastrophic Leave Bank, receiving withdrawal requests, verifying the validity of requests, approving or denying the requests, and communicating its decisions, in writing, to the Participants, to the County Superintendent, Personnel Department and Business Department.

- 4.2 The Committee's authority shall be limited to administration of the Bank. The Committee shall approve all properly submitted requests complying with the terms of this Article. Withdrawals may not be denied on the basis of the type of illness or disability.
- 4.3 Applications shall be reviewed and decisions of the Committee reported to the Applicant, in writing, within ten (10) duty days of receipt of the application.
- 4.4 The Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal and defend against any appeals of denials.
- 4.5 By December 5, of each school year, following the year of initial implementation of Catastrophic Leave Bank, the County Superintendent and Business Department shall notify the Committee of the following:
  - 4.5.1 The total number of accumulated days in the Bank on June 30th of the previous school year.
  - 4.5.2 The number of days contributed by Unit Members for the current year.
  - 4.5.3 The names of participating Unit members.
  - 4.5.4 The total number of days available in the Bank.
- 4.6 Any dispute between the Committee and the County Superintendent as to the accounting of Catastrophic Leave Bank days shall be processed through the grievance procedure as per Article 16.
- 4.7 If the number of certificated staff of the Santa Cruz County Office of Education increases or decreases appreciably, the number of days can be adjusted to reflect proportionately the needs of the staff.
- 4.8 SCCEA will be responsible for adherence to all timelines given above. Timelines will be in effect upon request of SCCEA to implement the Catastrophic Leave Bank.

## APPENDIX F

### GRIEVANCE FORM

#### FORMAL LEVEL - STEP 1

A "grievance" is an allegation by a grievant that they have been directly and adversely affected by a misinterpretation, misapplication, or violation of a specific provision of the existing collective negotiating agreement entered under the authority of Government Code Section 3540.1(h).

Date alleged grievance occurred \_\_\_\_\_

Grievant's Name \_\_\_\_\_

Grievant's Assignment & Program \_\_\_\_\_

Grievant's Immediate Supervisor \_\_\_\_\_

Date of Informal Conference with Immediate Supervisor \_\_\_\_\_

1. Please indicate the specific provision of the existing agreement alleged to have been misinterpreted, misapplied or violated.

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2. Please state how this alleged action has directly and adversely affected you and the circumstances involved. (CONTINUE STATEMENT ON A SEPARATE SHEET OF PAPER IF NECESSARY)

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3. Please state the decision rendered at the informal conference.

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4. Please state the specific remedy you are seeking.

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Date: \_\_\_\_\_ Signature of Grievant: \_\_\_\_\_

Date: \_\_\_\_\_ Signature of Immediate Supervisor: \_\_\_\_\_

Distribution:    1. Supervisor                      2. Associate Superintendent/Student and Personnel  
                      3. Grievant                              4. Grievant's Representative

## **APPENDIX G**

### **SANTA CRUZ COUNTY OFFICE OF EDUCATION PEER ASSISTANCE AND REVIEW PROGRAM**

The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association (SCCEA) are continuously striving to provide the highest possible quality education for students. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through the Peer Assistance and Review (PAR) Program.

#### **1. Joint Panel**

- 1.1 The Peer Assistance and Review Program will be administered by a Joint Panel. The Panel shall consist of five (5) members, SCCOE Cabinet will select two (2) administrators, and SCCEA shall select two (2) permanent teachers: one each from Alternative Education and Special Education, and one certificated staff member from DIS (Itinerant). SCCEA has determined the following qualifications for the panel participants:
  - 1.1.1 must be SCCEA members.
  - 1.1.2 must have achieved permanent status.
  - 1.1.3 may volunteer or be nominated by SCCEA.
  - 1.1.4 Each department/group will elect their own Panel member with a simple majority.
- 1.2 Panel members agree to serve a one-year term. SCCEA members of the Panel shall receive \$1,000 and the necessary training to perform their duties. The full Panel shall meet at times and places as they shall determine, no less than four times annually. Meetings will be scheduled so as not to interfere with contact time with students. Teachers who are members of the Joint Committee shall be released from their regular duties to attend meetings, without a loss of pay or benefits.
- 1.3 The responsibilities of the Joint Panel shall include the following:
  - 1.3.1 Select Consulting Teachers (majority vote) one (1) from Alternative Education and one (1) from Special Education. The panel's procedures for selecting consulting teachers, at a minimum, shall require the following:
    - 1.3.1.1 Consulting teachers shall be selected by the majority vote of the panel.
    - 1.3.1.2 The selection process shall include provisions for classroom observation of the candidates for consulting teacher by the panel.
  - 1.3.2 Assign Consulting Teachers, determine duties and if necessary, provide training.
  - 1.3.3 Prepare written guidelines/timelines for Consulting Teachers and their activities.
  - 1.3.4 Review reports prepared by the Consulting Teachers.
  - 1.3.5 Compile and update as appropriate, a listing of the types of assistance activities that may be utilized by Consulting Teachers.
  - 1.3.6 No later than May 7, the Joint Panel will be informed of an unsatisfactory evaluation and within thirty days will assign a Consulting Teacher.
  - 1.3.7 Send written notification to the home of the voluntary or referred participating teachers, the



consulting teacher and administrator of participation in the PAR program.

- 1.3.8 Resolve issues and problems that may arise between a Consulting Teacher and a Participating Teacher.
- 1.3.9 Establish priorities in referrals and services for participating teachers. (i.e. who is served first, second, etc. and types of services that will be provided).
- 1.3.10 Ensure that the PAR Program is financially self-supporting by establishing an annual plan and budget.
- 1.3.11 Distribute a copy of the adopted PAR Program Rules and Procedures to all SCCEA members and administrators or notify the members and administration that the existing Rules and Procedures have not been changed.
- 1.4 All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly *confidential*. Therefore, Joint Panel members and Consulting Teachers may disclose such information only as necessary to administer the program except in response to a subpoena or order of the court.

## **2. Participating Teachers (PT)**

### **2.1 Description**

- 2.1.1 A teacher participant shall be a member of the bargaining unit and either a permanent employee or a temporary or probationary beginning teacher who:
  - 2.1.1.1 volunteers to participate in the program
  - 2.1.1.2 is referred for participation in the program as a result of an unsatisfactory evaluation. In addition, teachers receiving assistance may be referred pursuant to a collectively bargained agreement.
- 2.1.2 Pursuant to the evaluation process agreed upon in the contract, performance goals and objectives for a referred participating teacher shall be in writing, clearly stated, and aligned with pupil learning.
- 2.1.3 The Consulting Teacher reviews the evaluation, goals, objectives, activities and timelines with the participating teacher.
- 2.1.4 The referred participating teacher's assistance and review shall include multiple observations by the consulting teacher of a teacher during periods of classroom instruction.
- 2.1.5 The referring administrator, Joint Panel and/or Consulting Teacher shall provide sufficient staff development activities or referral to appropriate staff development activities, to assist a teacher in improving their teaching skills and knowledge.
- 2.1.6 The program for the referred teacher will be monitored according to the established timelines but not less than bi-monthly by the one or more of the following: consulting teacher, administrator and/or joint panel. Written records will be maintained of program participation and copies will be given to the participating teacher.
- 2.1.7 The final evaluation of a teacher's participation in the program shall be made available for placement in the personnel file of the teacher receiving assistance.
- 2.1.8 Written records containing only the number of participants, types of activities, and costs

incurred will be maintained by the consulting teacher and joint panel for all voluntary participating teachers.

### **3. Consulting Teachers**

#### **3.1 Description and Selection**

##### **3.1.1 The Consulting Teacher:**

- 3.1.1.1 Shall be a credentialed classroom teacher and an SCCEA member with permanent status, or a teacher in retirement status.
- 3.1.1.2 Shall have substantial recent experience in classroom instruction.
- 3.1.1.3 Shall have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- 3.1.1.4 Will apply to Joint Panel with the recommendation and approval of immediate supervisor and another teacher. All applications and references will be kept confidential.
- 3.1.1.5 Will be selected by majority vote of the panel.

##### **3.1.2 The responsibilities of the Consulting Teacher shall include the following:**

- 3.1.2.1 Continue all rights of bargaining unit members.
- 3.1.2.2 Review evaluations of referred teachers with the goals and objective and develop an action plan (activities) and timeline(s) to meet the goals and objectives in conjunction with the Joint Panel and administrator.
- 3.1.2.3 Assist Participating Teachers by providing training and assistance in staff development planning and implementation by demonstrating, observing, coaching, conferencing, referring or by other activities, which in their professional judgment, will assist the Participating Teacher.
- 3.1.2.4 Obtain assistance from other subject area specialists or specialists from other districts and COE's, for the participating teacher as the need indicates.
- 3.1.2.5 Select outside brokered teachers (i.e. subject area specialists) with approval of the panel members.
- 3.1.2.6 Continue to provide assistance to the referred participating teacher not to exceed one calendar year from the date of assignment or the Participating Teacher is satisfactory, or that further assistance will not be productive. The Consulting Teacher will provide reports that describe program participation (anecdotal) only. A copy of the Consulting Teacher's report shall be submitted to and discussed with the Referred Participating Teacher to receive their input and signature before it is submitted to the Joint Panel. The Participating Teacher's signing of the report does not necessarily mean agreement, but rather that the employee has received a copy of the report. The Consulting Teacher shall submit a final report to the Joint Committee. The Referred Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report.

- 3.1.2.7 If there are no unsatisfactory evaluations and no voluntary participating teachers then the Consulting Teacher will research any recommended appropriate staff development activities supplemental to the administrative determined staff development activities.
- 3.1.3 Consulting teachers should be "held harmless" and are protected from legal liability in the execution of their assigned duties. The SCCOE shall provide legal defense, if necessary, at no expense to the Consulting Teacher. Consulting Teachers are not acting in a management or supervisory role and shall not be considered management under the EERA.
- 3.1.4 The program shall expect and strongly encourage a cooperative relationship between the consulting teacher and the evaluating administrator with respect to the process of peer assistance and review

**APPENDIX H**

**2024-25 SANTA CRUZ COUNTY OFFICE OF EDUCATION & STUDENT PROGRAM CALENDAR**

**(See next page)**



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

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

Sept.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

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

Nov.	M	T	W	TH	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Dec.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Feb.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

Mar.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

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

June	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

**APPENDIX I**  
**SANTA CRUZ COUNTY OFFICE OF EDUCATION 2024-2025**  
**CERTIFICATED SALARY SCHEDULE**  
**(See next three pages)**



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**185 Day Certificated Teacher and Counselor Salary Schedule**  
**2024-2025, Effective 7/1/2024**

Years of Service	<u>Intern/Permit</u>	<u>Fully Credentialed</u>			
	BA "A"	BA + 30 "I"	BA + 40 "II"	BA + 60 "III"	BA + 80 "IV"
1	\$52,480	\$59,829	\$60,158	\$60,487	\$60,649
2	\$53,139	\$59,992	\$60,324	\$60,649	\$61,494
3	\$53,792	\$60,158	\$60,487	\$61,494	\$64,413
4	\$54,449	\$60,324	\$60,649	\$64,413	\$67,334
5	\$55,107	\$60,487	\$61,494	\$67,334	\$70,253
6	\$55,760	\$60,649	\$64,413	\$70,253	\$73,176
7		\$61,494	\$67,334	\$73,176	\$76,093
8		\$64,413	\$70,253	\$76,093	\$79,014
9			\$73,176	\$79,014	\$81,932
10			\$76,093	\$81,932	\$84,853
11			\$79,014	\$84,853	\$87,772
12				\$87,772	\$90,694
13				\$90,694	\$93,612
14				\$93,612	\$96,534
15					\$99,465
16					\$101,945
19					\$104,435
22					\$106,983
25					\$109,594

Association members holding a valid California Credential are eligible for placement in Columns I - IV

Schedule is based on 185 working days per year

Responsibility Factor: (additional 10%)

Daily Rate for Additional Days

10% - Head Teacher

10% - Program Specialist

Bilingual - \$1,500 annual stipend (pro-rated)\*

10% - Resource Specialist\*\*

\*when identified as a requirement of the position

\*\*Assigned Case Managers Only

Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)

If Both Master's and Doctorate Degree - Additional \$400 annual stipend

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbabh, Superintendent**  
**220 Day Certificated Salary Schedule**  
**2024-2025, Effective 7/1/2024**

Years of Service	<u>Intern/Permit</u>	<u>Fully Credentialed</u>			
	BA "A"	BA + 30 "I"	BA + 40 "II"	BA + 60 "III"	BA + 80 "IV"
1	\$62,409	\$71,149	\$71,539	\$71,930	\$72,125
2	\$63,193	\$71,340	\$71,736	\$72,125	\$73,129
3	\$63,971	\$71,539	\$71,930	\$73,129	\$76,597
4	\$64,752	\$71,736	\$72,125	\$76,597	\$80,073
5	\$65,531	\$71,930	\$73,129	\$80,073	\$83,546
6	\$66,311	\$72,125	\$76,597	\$83,546	\$87,021
7		\$73,129	\$80,073	\$87,021	\$90,487
8		\$76,597	\$83,546	\$90,487	\$93,960
9			\$87,021	\$93,960	\$97,434
10			\$90,487	\$97,434	\$100,907
11			\$93,960	\$100,907	\$104,377
12				\$104,377	\$107,851
13				\$107,851	\$111,325
14				\$111,325	\$114,799
15					\$118,282
16					\$121,233
19					\$124,193
22					\$127,223
25					\$130,325

Association members holding a valid California Credential are eligible for placement in Columns I - IV

Schedule is based on 220 working days per year

Responsibility Factor: (additional 10%)

Daily Rate for Additional Days

10% - Head Teacher

10% - Program Specialist

Bilingual - \$1,500 annual stipend (pro-rated)\*

10% - Resource Specialist\*\*

\*when identified as a requirement of the position

\*\*Assigned Case Managers Only

Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)

If Both Master's and Doctorate Degree - Additional \$400 annual stipend

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved





**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**2024-2025 Credentialed Professional Services Salary Schedule**  
**Nurse / Psychologist / Speech & Language Pathologist**  
**Effective July 1, 2024**  
**Fully Credentialed**

Years of Service	Speech & Language Pathologist	Nurse	Psychologist	Speech & Language Pathologist-Early Start	Countywide School Health Coordinator
	190 Days	190 Days	195 Days	205 Days	220 Days
1	\$79,131	\$86,667	\$88,948	\$85,375	\$99,869
2	\$81,012	\$88,733	\$91,067	\$87,410	\$102,245
3	\$82,898	\$90,798	\$93,187	\$89,442	\$104,625
4	\$84,781	\$92,863	\$95,307	\$91,475	\$107,004
5	\$86,666	\$94,930	\$97,427	\$93,509	\$109,387
6	\$88,551	\$96,994	\$99,548	\$95,540	\$111,765
7	\$90,435	\$99,060	\$101,666	\$97,573	\$114,147
8	\$92,319	\$101,125	\$103,787	\$99,607	\$116,527
9	\$94,203	\$103,191	\$105,906	\$101,639	\$118,908
10	\$96,086	\$105,256	\$108,026	\$103,674	\$121,286
11	\$97,970	\$107,320	\$110,145	\$105,705	\$123,665
12	\$99,856	\$109,387	\$112,265	\$107,739	\$126,048
13	\$101,739	\$111,452	\$114,384	\$109,770	\$128,425
14	\$103,622	\$113,518	\$116,506	\$111,802	\$130,805
15	\$105,507	\$115,583	\$118,626	\$113,835	\$133,187
16	\$107,392	\$117,649	\$120,747	\$115,870	\$135,567
19	\$109,275	\$119,714	\$122,865	\$117,902	\$137,946
22	\$111,158	\$121,779	\$124,985	\$119,935	\$140,327
25	\$113,043	\$123,810	\$127,069	\$121,969	\$142,665

**Daily Rate for Additional Days**

**Master's or Doctorate Degree - \$1,500 annual stipend (pro-rated, \$400 minimum)**

**If Both Master's and Doctorate Degree - Additional \$400 annual stipend**

**Bilingual \$1,500 Stipend (pro-rated)\***

**\* when identified as a requirement of the position**

2% Increase effective 7/1/2024

1.75% longevity awarded after 10 years of continuous SCCOE service, effective 7/1/2023

Superintendent Approved

Santa Cruz County Office of Education And the  
Santa Cruz County Education Association/CTA/NEA

TENTATIVE AGREEMENT

Side Letter to the 2017-2018 CTA Contract June 12, 2017

The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association (CTA) per mutual agreement open negotiations for one purpose only for the 2016/17 fiscal year. SCCOE and CTA hereby agree to the following side letter to the 2016-17 Certificated Employee Unit Agreement on the following terms and conditions :

1. Article 6.1.5: Santa Cruz County Office of Education Certificated Employees hired before 7/1/2017 who have passed the Classified Bargaining Unit Bilingual Exam as a classified employee, will be eligible to receive the ongoing Bilingual Stipend. The stipend amount for a 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part- time assignments and/or partial year service.

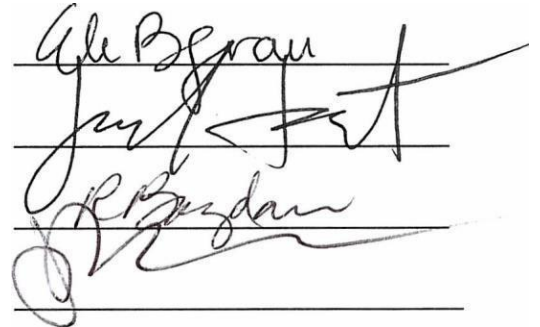

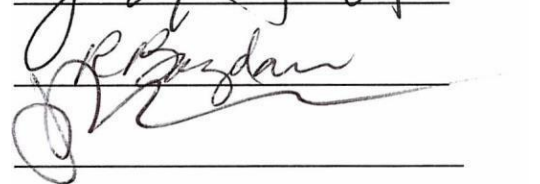
2. Language to be revised as:

Article 6.1.5 Bilingual Stipend: Certificated Employees that acquire CTE authorized bilingual certification such as BCLAD or CSET: World Languages Exam will receive an ongoing stipend . And, Certificated Employees hired before 7/1/2017 that have passed the Classified Bargaining Unit Bilingual Exam as a classified employee will be eligible to receive the ongoing Bilingual Stipend . The stipend amount for either option shall be paid as follows; 1.0 FTE position will total \$1,500 on an annual basis. Stipends will be prorated for part-time assignments and/or partial year service.

For SCCOE:

  
\_\_\_\_\_

For SCCEA/CTA/NEA:

  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

## **APPENDIX J**

### **Health and Safety practices during the COVID 19 Pandemic**

SCCOE and SCCEA agree to follow COVID 19 guidelines for schools created by the California Department of Health and the California Division of Occupational Safety and Health.

### **Covid Leave Days**

Both units agree to working on an ongoing MOU for Covid Leave days for unit members.

### **Establishment of Evaluation Committee**

Both units agree to forming an evaluation committee, to update and streamline the current Certificated Evaluation.

## APPENDIX K

Santa Cruz County Office of Education  
And the  
Santa Cruz County Education Association (SCCEA/CTA/NEA)

**Side Letter on Incentivising SCCEA One-Hundred and Eighty-Five (185) day and Professional Services Employees to Work During the 2021 Summer Session**

May 25, 2021

**Implementation of AB 86, COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements.**

A local educational agency (LEA) receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

**I. Stipend:**

The Santa Cruz County Office of Education (SCCOE), agrees that it will pay one-hundred and eighty-five (185) day permanent certificated employees and employees assigned to the Professional Services Salary Schedule, a one-time stipend of one thousand dollars (\$1,000) upon the successful completion of their 2021 Extended School Year (ESY) or Summer School assignment. One-time stipends will be paid out to eligible employees on the first available supplemental pay date following the completion of their ESY/Summer School Assignment. To be eligible to receive the full one-time stipend, employees must meet the following criteria:

- a. Must be one-hundred and eighty-five (185) day permanent certificated employees or employees assigned to the Professional Services Salary Schedule.
- b. Be an active employee throughout the entirety of their ESY/Summer school assignment.
- c. Complete at-least ninety percent (90%) of the total hours of their ESY/Summer School assignment as verified by employee timesheets. Eligible Employees shall not be eligible to use any types of leaves available to them to help meet the ninety percent (90%) requirement.
- d. In no event shall a stipend exceed one thousand dollars (\$1000).

Initials SCCEA/CTA/NEA  
Initials SCCOE

*EBG*  
FS

**2. Job Share:**

In the event that, otherwise eligible, employees decide to "job share" an ESY/Summer School assignment, the amount owed to each employee shall be prorated based on total hours worked for each employee.

- a. In no event, shall the combined amount received for "job share" assignments exceed one thousand dollars (\$1000).
- b. A written statement of hours and days worked by each employee, involved with an ESY/Summer School "job share", shall be on file with the employee's department and with the payroll department.
- c. All other criteria as outlined above (1 a-c) must be met to be eligible to receive the stipend.

**4. Leaves:**

Sick leave, comp time, floating holidays, or any other type of leave may not be counted towards the 90% threshold needed to receive the stipend.

**5. In Person:**


The intent of this MOU is to enable the provision of in person services to students. If a unit member provides remote services, such service shall not count toward the 90% threshold needed to receive the stipend.

**6. Further Negotiation:**

This MOU does not preclude the parties to enter into future agreements regarding the provision of in person services.

**7. Duration of Agreement:**

This MOU is a temporary agreement to address the extraordinary circumstances created by the novel coronavirus (COVID-19) pandemic. It does not create any precedents nor establish the status quo for future bargaining purposes. This MOU shall remain in effect until July 30, 2021

Dated: 6/6/2021	By: Faris Sabbah SCCOE Superintendent 
Dated:	By: Elizabeth Burnhamgrau Santa Cruz County Education Association California Teachers Association
Dated:	By: Santa Cruz County Education Association Labor Relations Representative

## APPENDIX L

Santa Cruz County Office of Education  
And the  
Santa Cruz County Education Association/CTA/NEA

TENTATIVE AGREEMENT  
Memorandum of Understanding to the 2022-2023 SCCEA Contract

June 16, 2022

The Santa Cruz County Office of Education (SCCOE) and the Santa Cruz County Education Association/CTA/NEA (SCCEA) hereby agree to the following Memorandum of Understanding to the 2022-2023 Certificated Employee Unit Agreement on the following terms and conditions:

All CTA bargaining unit members shall be provided a \$2,000.00 one-time off-schedule payment. Any bargaining unit member in active status on May 27, 2022 shall be paid except that anyone who started working in a bargaining unit position after July 1, 2021 shall have the one-time payment pro-rated according to the number of months that they worked. Any partial month shall be counted if the employee worked at least one day in that month.

For SCCOE:



For SCCEA:

Elizabeth Burnhamgrau 

Mike Powers



Vito Chiaramonte 

Joshua Engelhardt







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

# **Classified Employee Unit Agreement**

**By and Between the  
Santa Cruz County Superintendent of Schools and the  
California School Employees Association, Chapter #484**

**July 1, 2024 - June 30, 2027**

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## **PREAMBLE**

THIS AGREEMENT, hereinafter referred to as the "Agreement" is entered into by and between the Santa Cruz County Superintendent of Schools hereinafter referred to as "County Superintendent," designated as the County Office of Education (COE), and the California School Employees Association (CSEA), Santa Cruz County Office of Education (COE), Chapter #484, hereinafter referred to as "Association".

The term "Agreement" as used herein means the written agreement provided under Section 3540.1(h) of the Government Code and addresses all those subjects defined by Government Code Section 3543.2 to be within the scope of representation. In that, within the County Office of Education (COE), a Merit System has been established, the parties recognize that the Personnel Commission of the Santa Cruz County Office of Education (COE) has the rule-making responsibility and authority as currently defined in Education Code Section 45261.

## **PREAMBLE TO THE CALIFORNIA SCHOOL EMPLOYEES BARGAINING UNIT CONTRACT**

The purpose of the Preamble is to give employees important information and clarification on items that are found within the contract and Merit Rules. **This is informational only and nothing in this preamble shall be grievable. It is not meant to take the place of any language found elsewhere in the Bargaining Unit Contract or Merit Rules of the Santa Cruz COE Personnel Commission.**

Becoming a permanent employee:

- Temporary Employees, who later become regular employees, are encouraged to look at purchasing "Service Prior to Membership" through CalPERS. It is to the employee's advantage to look at this option as quickly as feasible as this is the most cost efficient way to purchase this time versus later in their career. For additional information, please contact CalPERS.

Upon hire, promotion, or other changes in classification, employees will be evaluated at two (2) months, five (5) months, and annually thereafter. If an employee evaluation is not completed by the due date, a "Satisfactory Evaluation" for that period will be given to the employee. Representation by a CSEA Representative may be requested at any evaluation. **See Article 8 for additional information.**

Members who are newly hired, promoted, or in some cases change classification (from one Classification Family to another), must complete a six (6) month probationary period. During the probationary period, an employee may be dismissed due to "cause". The role of, and representation by, CSEA during the probationary employee dismissal process is limited. **See Merit Rule 6.102 for additional information.**

Sick and vacation balances will be credited to employees on July 1st of each year. Keep in mind that leave balances may not be accurately reflected on paycheck stubs and Enterprise Resource Program at that time. Additionally, leave balances typically are a month behind when printed on paycheck stubs. You may email the Santa Cruz County COE benefits department if actual leave balances are needed. **See Article 14 for additional information.**

New Hire Orientation Meeting:

Newly hired members of CSEA will have access to a local Chapter Union Representative during their New Hire Orientation. During this meeting, the CSEA Representative will discuss, but is not limited to discussing:

- CSEA Member Benefits
- CSEA Meeting Times and Locations
- CSEA Executive Board Members
- Explanation of Union Dues
- Explanation of the Classified Evaluation Process
- Information on where to find the current local CSEA Chapter Contract

The California School Employees Association (CSEA) dues are one and a half percent (1.5%) of monthly gross salary and are not to exceed the CSEA annual cap (currently \$472.50 per year). In addition, there is a local dues chapter assessment of two dollars (\$2) per month. **See CSEA Chapter 484 Constitution and Bylaws for additional information.**

## ARTICLE 1

### RECOGNITION

- 1.1 The County Superintendent recognizes the Association as the exclusive representative for the employees in the Classified Unit.
- 1.2 The Classified Unit consists of those non-certificated employees assigned a permanent or probationary status, rendering service to the COE in positions within the recognized, appropriate unit. This recognized, appropriate unit shall include all positions within the classified service of the County Superintendent, excluding those positions which can lawfully be declared management, confidential and supervisory.
- 1.3 The bargaining unit may be expanded to other classes or otherwise altered by the mutual agreement of the County Superintendent and Association subject to the rules of the Public Employment Relations Board (PERB). Disputed cases may be submitted to the PERB either unilaterally or jointly for resolution.
- 1.4 This Agreement applies only to employees in the above described representation unit.

## **ARTICLE 2**

### **TERM**

- 2.1 The term of this Agreement shall commence on July 1, 2024 and terminate June 30, 2027, a total of three (3) years.
- 2.2 It is understood that any or all Articles of this Agreement may be reopened during the initial year of the term.
- 2.3 In years two (2) and three (3) of the duration of the contract term, negotiations may be reopened for the purpose of negotiating Article 11, Pay and Allowances, Article 12, Health and Welfare Benefits, and a maximum of two (2) additional articles per party.
- 2.4 During the term of this Agreement, any and all modifications shall be regulated by the provisions outlined in Article 24, Completion of Agreement.

## **ARTICLE 3**

### **COUNTY SUPERINTENDENT OF SCHOOLS RIGHTS**

- 3.1 All matters not specifically enumerated in this Agreement are reserved to the public school employer as provided by law.

## ARTICLE 4

### EMPLOYEE RIGHTS

- 4.1 The County Superintendent and the Association recognize the right of employees to form, join and participate in lawful activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee organization activities.
- 4.2 The County Superintendent and Association agree that they shall not interfere with, intimidate, restrain, coerce, or discriminate against employees because of the exercise of rights to engage or not to engage in Association activities.
- 4.3 To the extent prohibited by law, no employee shall be discriminated against because of race, religion, political affiliation, marital status, age, sex, or physical handicap.
- 4.4 Personnel Files
  - 4.4.1 The personnel file of each employee shall be maintained at the central administration office of the County Superintendent. No adverse action of any kind shall be taken against an employee based upon written materials which are not in the employee's personnel file.
  - 4.4.2 Materials in an employee's personnel file shall be available for the inspection of the employee, except that such material shall not include ratings, reports, or records which are: obtained prior to the employment of the employee; prepared by identifiable examination committee members; obtained in connection with a promotional examination.
  - 4.4.3 The employee shall have the right to inspect such material in the personnel file, except that listed above, upon request by appointment, providing such request and review are made when the employee is not required to render service to the COE.
  - 4.4.4 Employees shall be provided with copies of any derogatory written material five (5) workdays before it is placed in the employee's personnel file. The employee shall be given an opportunity during normal working hours and without loss of pay to initial and date the material and prepare a written response to such material. The written response shall be attached to the material.
  - 4.4.5 Any person who places or prepares written material or drafts written material for placement in an employee's file shall sign the material and signify the date on which such material was drafted. Any written materials placed in a personnel file shall indicate the date of such placement.
  - 4.4.6 Employees have the option of requesting that the County Superintendent seal derogatory material contained in their personnel file two years after the entry of such material. Said seal shall only be broken at the direction of the County Superintendent after written notice has been sent to the employee.
- 4.5 An employee has the right to defend themselves against any and all allegations made against them and be represented by counsel or CSEA representative.
  - 4.5.1 A unit member may suspend a meeting, which in their opinion, is disciplinary in nature, to seek representation.

## ARTICLE 5

### ASSOCIATION RIGHTS

- 5.1 The Association shall be allowed the use of County Superintendent facilities for necessary meetings when not otherwise in use. All policies and procedures regulating the use of facilities shall be followed.
- 5.2 The Association may utilize school equipment, not otherwise in use, which is normally available to staff within the employee's work areas. The Association shall supply all consumable materials used and shall reimburse the County Superintendent for any repairs or damage to the equipment used.
- 5.3 The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards. Bulletin boards purchased by the Association may be placed in each school building. Size and location of bulletin boards shall be as approved by the Superintendent or designee.
- 5.4 The Association may use the Santa Cruz COE communication service, including email, for communication related to unit business.
- 5.5 Representatives of the Association shall be permitted to transact Association business on school property during non-instructional time and not in the presence of students and in conformance with the regulations of the County Superintendent.
- 5.6 Informational Rights
  - 5.6.1 The right to be supplied with a complete seniority roster of all bargaining unit employees on the effective date of this Agreement and every year thereafter. The roster shall indicate the employee's present classification and primary job site.
  - 5.6.2 The right to receive, without charge upon request, information required by law or relating to the scope of negotiations which is relevant for the Association to fulfill its role as the exclusive representative of bargaining unit employees by this Agreement.
  - 5.6.3 The right to conduct orientation sessions about this Agreement and CSEA for bargaining unit employees within the first six (6) months of employment.
- 5.7 Release Time
  - 5.7.1 An employee elected or appointed to a state office of the CSEA shall have the right of reasonable release time to conduct necessary state Association business.
  - 5.7.2 Association shall have a total of five (5) days of paid leave to utilize for professional conferences. Said individual or individuals shall be excused from duties upon two (2) days advance written notice to the Superintendent by the Association President. Association shall reimburse the COE for the cost of substitutes for the individual or individuals when substitutes are required and used by the office.
  - 5.7.3 The right of release time for the Chapter President or designee to attend County Board and Personnel Commission meetings.

- 5.7.4 Unelected members of the Association may use Association Leave to attend any important organizational activity, but only if the following exist:
  - 5.7.4.1 The Association makes the request for the leave;
  - 5.7.4.2 The Association has authorized the use of leave for the organizational activity;
  - 5.7.4.3 The Association provided five (5) days' notice for the requested leave;
  - 5.7.4.4 Participation is limited to a maximum of ten percent (10%) per department with a minimum of one (1) unelected Unit member at any one time.
- 5.7.5 For Association Leave for unelected members, the Association must reimburse the employer for all compensation, including retirement contributions, paid to any Unit member on account of their use of Association leave and must do so within ten (10) days of the receipt of the COE's certification of payment to the Unit member.
- 5.7.6 Members of CSEA's negotiating team shall be entitled to meet, with sufficient notice, for an aggregate of sixty (60) employee hours during the year to prepare for negotiations in addition to the time actually spent in negotiations.

5.8 Duplication of Contract

- 5.8.1 Within thirty (30) days after the execution of this contract, the County Superintendent shall print or duplicate and provide without charge, fifteen (15) copies of this Agreement to Unit leadership and maintain the then current Agreement on the Santa Cruz COE website.



## ARTICLE 6

### JOB STEWARDS

- 6.1 The County Superintendent recognizes that the Association may elect to designate Job Stewards from among employees of the unit. It is agreed that the Association, in appointing such stewards, does so for the purpose of promoting an effective relationship between the parties to this Agreement by assisting in the settlement of problems at the lowest level of supervision.
- 6.2 The Association may designate the number and the method of selection of Job Stewards. The Association shall notify the County Superintendent, in writing, of the names of the Job Stewards and groups they represent. If a change is made, the County Superintendent shall be advised, in writing, of such change.
- 6.3 Job Stewards shall have the responsibility to assist in investigation, preparation, writing, and presentation of any grievance for the group they represent. A Job Steward shall notify their supervisor that they are leaving their normal work area and shall notify the supervisor of the grievant of their presence. A Job Steward shall be permitted to leave their work area during work hours at reasonable times in order to assist in processing a grievance. There will be no loss in compensation to the Job Steward. A Job Steward shall report to their supervisor upon return to normal duty.
- 6.4 A Job Steward shall be reasonable in performing their duties in order to provide minimum interruption to the duties and responsibilities of both the Job Steward and the grievant, as well as the functioning of their respective departments.

## ARTICLE 7

### ORGANIZATIONAL SECURITY

#### 7.1 Membership Dues Deductions

The CSEA 484 shall have the sole and exclusive right to receive the payroll deduction for regular membership dues. Santa Cruz COE shall deduct dues in accordance with the current CSEA dues schedule which CSEA shall provide to Santa Cruz COE and in compliance with this Article. Santa Cruz COE shall pay CSEA within fifteen (15) days of the deduction, all sums so deducted. Santa Cruz COE shall provide a listing of bargaining unit employees and dues deductions along with the payment. CSEA shall notify Santa Cruz COE of all employees who become members of CSEA and who are subject to dues deductions.

#### 7.2 Membership Status and Information

- 7.2.1 Santa Cruz COE shall distribute CSEA supplied membership packets to new hires and will receive returned membership applications for collection by CSEA.
- 7.2.2 Santa Cruz COE shall refer all employee questions about CSEA membership or dues to the CSEA Labor Relations Representative and shall obtain employee approval on behalf of CSEA before processing any revocation request.
- 7.2.3 Santa Cruz COE shall take reasonable steps to safeguard the privacy of bargaining unit members' personal information, including but not limited to Social Security numbers, personal addresses and personal phone numbers.
- 7.2.4 Santa Cruz COE shall not interfere with the terms of any agreement between CSEA and employees with regard to membership in CSEA, including but not limited to automatic renewal yearly unless a worker drops out during a specified window period.

#### 7.3 Hold Harmless Provision

- 7.3.1 CSEA agrees to reimburse Santa Cruz COE, its officers or agent, for any award or compromise of damages or liability arising out of any court or administrative action challenging the legality or compliance with the organizational security provisions of this Agreement providing Santa Cruz COE has given CSEA prompt notice.
- 7.3.2 CSEA shall defend and indemnify Santa Cruz COE for any claims arising from its compliance with this article for any claims made by an employee for deductions made in reliance on information provided by CSEA to the Santa Cruz COE to cancel or change membership dues authorization.
- 7.3.3 CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

## ARTICLE 8

### PERFORMANCE REVIEW

- 8.1 For the purpose of this article, "immediate supervisor" will be defined as the direct Supervisor, Manager, Director, Senior Director, Executive Director, Assistant Superintendent, Associate Superintendent, or Deputy Superintendent of the employee being evaluated.
- 8.2 All regular classified employees shall be evaluated by their immediate supervisors in accordance with the following schedule:
- 8.2.1 **Probationary employees** - At the end of the second (2nd) and fifth (5th) months of service.
- 8.2.2 **Permanent employees** - Performance reviews are to be completed at least once each year during the month prior to the employee's anniversary date. Exceptions to this requirement are if either the employee and/or supervisor are unable to be present due to unexpected medical, personal, or other authorized leave.
- 8.2.3 **Special performance review** – A supervisor may at any time, with the approval of the responsible department head, issue to an employee a Notice of Commendation, a Notice of Unsatisfactory Service, or a Notice of Satisfactory Service. Such notices shall be made on prescribed forms and shall set forth, when required, specific reasons for recognition of outstanding, unsatisfactory, or satisfactory service by the employee. They shall be delivered to the employee personally by the supervisor. A copy of such notice shall be placed in the employee's personnel record and shall be available for review in connections with promotional examinations.
- 8.2.4 **Employee initiated performance review** - Any permanent employee may request an additional performance review to be completed and placed in the personnel file. Such a performance review shall be completed within forty-five (45) days by the immediate supervisor following receipt of the request. Such performance reviews may not be requested within thirty (30) days of receipt of a previous performance review.
- 8.2.5 **Employees** may request CSEA representation at any performance review meeting.
- 8.2.6 Evaluations for off-site employees may be conducted at the work site or at the main Santa Cruz COE building, upon mutual agreement between the evaluator and the employee. The employee will receive compensation for evaluation meetings scheduled outside of their regularly scheduled work hours and reimbursed for mileage to attend meetings at a location other than their assigned work site.
- 8.3 Each immediate supervisor under whom the employee has served for sixty (60) working days or more during any rating period shall provide a performance review, even though the employee may have transferred.
- 8.4 Effect of Performance Reviews
- 8.4.1 A summary rating of "does not meet the requirements of the job" on a performance review for a probationary employee may be grounds for immediate dismissal.
- 8.4.2 An employee shall be eligible for a merit step increase unless the Classified Performance Review receives a summary rating that the "employee does not meet the requirements of the job."

- 8.4.3 If a supervisor fails to make a performance review at the proper time, the employee shall not be denied a merit increase determined by the employee's anniversary date.
- 8.4.4 Failure by the supervisor to provide a performance review to the employee in the above time frames will be considered a satisfactory performance review.

#### 8.5 Procedure to be Followed

- 8.5.1 Performance review reports shall be made on forms prescribed by the Agreement (see Appendix G), and shall be written by the employee's immediate supervisor. The form shall be reviewed by the appropriate Assistant Superintendent or Divisional Director.
- 8.5.2 All performance reviews shall provide an opportunity for discussion between the employee and the reviewer.
- 8.5.3 The immediate supervisor shall present the performance review report to and discuss it with the employee. For classroom staff, the site teacher is strongly encouraged to participate in the process as much as they are able. The performance review form shall be signed by the employee to indicate receipt, and the employee shall be given a signed copy at the time of the review. When the employee is no longer supervised by the person preparing the performance review, it may be delivered by certified mail. The employee will have the right to review and respond to any comment and such responses shall be included in the employee's personnel file.
- 8.5.4 If an employee performance problem develops, either party is encouraged to discuss the problem before a formal written Notice of Unsatisfactory Service is initiated or a performance review is due.
- 8.5.5 No performance review shall be based solely upon hearsay statements but shall be based primarily upon the direct observation and/or knowledge of the reviewer.
- 8.5.6 Any negative performance review will include specific recommendations for improvements and appropriate time lines to allow for improvements to occur. The employee will have the right to review and respond to any statement and such response shall be included in the employee's personnel file. An employee wishing to respond shall have fifteen (15) working days subsequent to the performance review.
- 8.5.7 Performance review reports shall be filed in the employee's personnel records in the Human Resources Department and shall be available for review by staff authorized by the statutes in connection with promotional examinations and disciplinary action.

## ARTICLE 9

### HOURS AND OVERTIME

#### 9.1 Workday and Workweek

The maximum number of hours of regular employment of an employee is eight (8) hours a day and forty (40) hours a week. However, the County Superintendent may employ persons for lesser periods of time and may, through authorized administrators, order and authorize employees to work in excess of eight (8) hours in one day or forty (40) hours in one week.

9.1.1 The length of the workday shall be designated by the County Superintendent for each classified assignment at the time of employment.

9.1.2 Working hours for Outdoor Science School employees may include evening and overnight shifts in order to maintain proper oversight of students in residence.

9.1.3 Each employee shall be assigned a fixed, regular minimum number of hours.

9.1.4 A workweek will be defined from Monday to Sunday.

#### 9.2 Rest Period

9.2.1 All six (6) hour or more employees shall be granted two (2) fifteen (15) minute rest periods, one in the morning and one in the afternoon of each work day. Employees who work less than six (6) hours shall be granted one (1) fifteen (15) minute rest period midway through each work day.

9.2.2 Employees not wishing to take the rest periods may not take longer lunch periods and may not leave their places of employment thirty (30) minutes early as a result.

9.2.3 Each supervisor is expected to arrange for appropriate times for rest periods of employees for which the supervisor has direct supervision.

#### 9.3 Lunch Period

All employees whose regular workday is six (6) hours or more shall be entitled to an uninterrupted lunch period. The length of time for such lunch period shall be a period of no longer than one (1) hour and no less than one-half (1/2) hour and shall be scheduled for full-time employees at or about the mid-point of each work shift.

#### 9.4 Overtime Defined

9.4.1 Overtime is ordered and authorized work time and is defined as time required, suffered, or permitted to be worked in excess of eight (8) hours in one day or forty (40) hours in any calendar week. Employees who are requested to provide services and attend meetings outside of their regular working hours shall be given reasonable notice, and shall be paid for the time spent providing the services at their appropriate rate of pay. For the purpose of computing overtime, the number of hours "worked" includes paid holidays, sick leave, vacation, compensatory time off, or any other paid leave of absence.

## 9.5 Compensation for Overtime

- 9.5.1 All overtime hours, except those overtime hours exceeding twelve (12) hours in one day, shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the employee. Those overtime hours exceeding twelve (12) in one day shall be compensated at a rate of pay equal to two times the regular pay of the employee.
- 9.5.2 Employees will be compensated at a rate of pay equal to two times the regular pay of the employee when overtime hours exceed eight (8) hours on the seventh consecutive day of work in a workweek.
- 9.5.3 Compensation time off may be allowed in lieu of cash payment, if mutually agreed by both parties. Compensatory time off shall be earned at a rate of one and one-half times the regular rate. Compensatory time off shall not hinder the services rendered by the COE. Any dispute as to the hindrance of services shall be resolved by the Superintendent or designee. The employee may request compensatory time off in lieu of overtime payment and may be granted such time off with the approval of the employee's supervisor. However, compensatory time off which is not taken shall be paid for in cash at the appropriate overtime rate, and at the employee's rate of pay at the time payment is made. Any unused compensatory time as of October 31 will be paid in December. Any unused compensatory time as of May 31 will be paid in July.
- 9.5.4 At no time shall compensatory time be accrued in excess of ninety (90) hours. Any compensatory time in excess of ninety (90) hours shall be paid to the employee during the next pay period after it was earned.

## 9.6 Call In and Call Back Time

- 9.6.1 Any employee called into work on a day when not scheduled to work or called back to work after completion of their regular assignment shall receive a minimum of two (2) hours pay at their appropriate rate of pay.
- 9.6.2 A supervisor requesting an employee to work on overtime, call back, or call in basis shall consider the employee's personal circumstances prior to directing such service.

## 9.7 Work Year

- 9.7.1 For ten (10) month employees employed in classification within the Instructional Support Family (refer to Appendix A), the work year shall consist of a minimum of one hundred eighty five (185) workdays. The workdays will be consistent with the appropriate site and department instructional calendar and will coincide with all days defined for classroom instruction and department required training. For those days wherein school is not in session, employees of the Instructional Support Family will be assigned duties relevant to their assignment, including professional development, employee orientation, classroom preparation and activities related to enhancing the educational experience of students.
- 9.7.2 A proposed calendar will be provided to the Association for input prior to the meeting of the Calendar Committee. Subsequently, the final draft calendar shall be sent to the Association for approval. The Superintendent will make it a priority to provide ten (10) month employees a final calendar by the end of the school year, including a return date for the following year. Should there be further changes required to the calendar; employees will be given a minimum of a six (6) week notification for their first day back at work. Exceptions to the timeline include fiscal or scheduling emergencies affecting a district not within the County

Superintendent's purview.

- 9.7.3 For school year calendars having a 29th day in February, twelve (12) month employees will be authorized an additional non-work day. For Instructional staff only, the non-work day may be scheduled during any period other than the instructional work year as reflected on the COE adopted calendar. The scheduling will be accomplished with departmental approval.

## ARTICLE 10

### HOLIDAYS

#### 10.1 Designated Paid Holidays

During the course of each annual service year, the fifteen (15) holidays identified below will be observed.

##### 10.1.1 Holidays shall include:

1. January 1
2. Martin Luther King's birthday or a day in lieu thereof
3. Lincoln's Day or another in lieu day in February
4. The third Monday in February, known as "President's Day"
5. The last Monday in May, known as "Memorial Day"
6. June 19, known as "Juneteenth"
7. July 4
8. The first Monday in September, known as "Labor Day"
9. A day in lieu of Admission Day
10. November 11, known as "Veteran's Day"
11. The Thursday in November proclaimed by the President as "Thanksgiving Day"
12. The Day after Thanksgiving
13. December 25
14. Either December 24 or December 26
15. A Board designated holiday

10.1.2 In addition, each bargaining unit employee shall be entitled to two and one-half (2-1/2) additional holidays at their choosing provided they notify their immediate supervisor ten (10) days in advance.

10.1.2.1 Ten (10) month "Instructional Support" unit members covered under this section and assigned to classroom and/or instructional duties shall be paid for the two and one-half (2-1/2) days as part of their annual compensation in lieu of this holiday.

10.1.2.2 If any or all entitled holiday applicable to section 10.1.2 is not utilized prior to May 31 in the fiscal year it was earned, the employee shall be paid for the unused holiday time on the following payroll.

10.1.3 If the holiday falls on a Saturday, the preceding Friday shall be deemed to be the holiday; if the holiday falls on a Sunday, the following Monday shall be deemed to be the holiday.

10.1.4 The Santa Cruz COE will communicate and collaborate with Collective Bargaining Unit leadership when creating annual school calendars to avoid losing scheduled holidays as stated in 10.1.1.

#### 10.2 Eligibility

10.2.1 Employees will be entitled to payment for authorized holidays, provided that they were in a paid status during any portion of the working day immediately preceding or succeeding the holiday.

10.2.2 Employees who are not normally assigned to duty on the holidays shall be paid for those



holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

10.3 Compensation

- 10.3.1 Pay for the holiday shall be at the same rate as the employee would have received had the day not been a holiday.
- 10.3.2 No employee shall be required to work on holidays unless their supervisor has notified the affected employee at least thirty (30) working days in advance of said holiday.
- 10.3.3 Employees required to work on holidays shall be paid for such work at time and a half.
- 10.3.4 Classified employees shall be required to work on the regular holiday for which another day is designated pursuant to this section, and for work eight (8) hours or less, shall be paid compensation at their regular rate of pay.

## ARTICLE 11

### PAY AND ALLOWANCES

- 11.1 As part of compensation, for all full-time employees, the Unit agrees to join with the COE and fund retirement benefits.
  - 11.1.1 As of July 1, 2021, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by three percent (3%).
  - 11.1.2 As of July 1, 2022, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by three and a half percent (3.5%).
  - 11.1.3 As of July 1, 2023, The Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by eight percent (8%).
  - 11.1.4 As of July 1, 2024, the Santa Cruz COE agrees to increase the CSEA Classified Salary Schedule by two percent (2%)
- 11.2 For the 2015-16 year, contractual salary adjustments due mid-year will be advanced to 7/1/2015 and paid on the earliest payroll available after ratification and board meeting.
  - 11.2.1 All future step increases and longevity bonuses will commence on July 1 preceding the completion of the appropriate years of service.
  - 11.2.2 Probationary step increases will not change and will continue to be paid at the six (6) month anniversary date.
- 11.3 An employee shall receive a longevity bonus based upon the following conditions:
  - a. After six (6) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - b. After ten (10) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - c. After fifteen (15) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - d. After twenty (20) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - e. After twenty-five (25) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - f. After thirty (30) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
  - g. After thirty-five (35) years of service the employee shall receive a two and a half percent (2.5%) longevity increment at the employee's annual salary rate.
- 11.3.1 Base salary will be defined as step and range on the Classified Salary Schedule.
- 11.3.2 Overtime

The longevity bonus will apply to both regular earnings and overtime earnings.

### 11.3.3 Transfer of Service

Only that service rendered in the Santa Cruz COE will be counted for longevity bonus purposes.

### 11.3.4 Y-Rated Employees

People who are Y-rated will receive the range and step on the salary schedule at the time that their salary was frozen. They will continue at this rate until such time as the schedule catches up with their current salary. Longevity will be paid at this frozen range and step. Should the person advance to the second or third phase of the longevity bonus, they will automatically receive these increases. The longevity bonus is a bonus on total salary based on length of time employed within the COE and in no way relates to the range and step of placement and therefore is not affected by the establishment of Y-rate.

11.4 An employee authorized and required to use a personally owned vehicle for CCOE business shall be reimbursed at the established rate.

11.5 Whenever it is determined that an error has been made in the calculating or reporting in any employee payroll or in the payment of any employee's salary, the COE shall, within five (5) working days following such determination, provide the employee with a statement of correction and in the case of underpayment to an employee, a supplemental payment drawn against any available funds.

11.6 When the COE determines a wage overpayment has been made to a unit member, it shall notify the employee in writing of the overpayment, afford the unit member time to respond before commencing repayment, and inform the unit member of their rights and payment options as outlined in Education Code 44042.5.

11.7 The County Superintendent may require the wearing of a distinctive uniform by unit members. The cost of the purchase, lease, or rental of uniforms, equipment identification badges, emblems, and cards required by the County Superintendent shall be paid for by the COE.

11.8 Uniforms: The County Superintendent may require the wearing of a distinctive uniform by unit members. The cost of the purchase, lease, or rental of uniforms, equipment identification badges, emblems, and cards required by the County Superintendent shall be paid for by the COE.

11.8.1 Uniforms, consisting of shirts and or pants, shall be provided upon request for Maintenance Specialist and Maintenance Custodian staff who shall receive six (6) sets, annually. These employees shall be responsible for cleaning their own uniforms. If a uniform needs replacement the employee shall inform the supervisor who will address the issue.

11.8.2 Maintenance and custodial staff shall be allowed up to two hundred dollars (\$200) every two (2) fiscal years for the purchase of "hard" toed boots or shoes. The employer shall reimburse employees within seventy-five (75) days of presentation to the Business Office of documentation that the boots/shoes were purchased in compliance with this section.

### 11.9 Premiums and Stipends

11.9.1 It shall be the responsibility of the Santa Cruz COE to notify employees by June 1, annually, if they are no longer eligible for a premium or stipend. However, if an employee's assignment changes and they will no longer be providing services, employees will be given thirty (30) days notice and the Santa Cruz COE reserves the right to discontinue the premium or stipend until such time that the employee is reassigned to

provide services. Employees will be held harmless if paid, but not assigned to provide services.

11.9.2 Unit members assigned to an eight (8) hour shift with a duty time scheduled to commence at 2:00 p.m., or later, shall be paid five percent (5%) shift differential in addition to that position's regular salary.

11.9.3 A bilingual premium of two and a half percent (2.5%) shall be paid to each employee whenever it is determined by the employer that bilingual skills, including signing, are required as a condition of employment. Unit members may only earn one bilingual/biliterate premium. The employer shall determine the number of bilingual positions needed by site.

a. Bilingual - A unit worker who is certified by the Human Resources as bilingual is one with a demonstrated ability to converse fluently in a language other than English, including sign language. Bilingual competency will be determined by the attainment of a passing score of an oral examination.

11.9.4 A bilingual/biliterate premium of five percent (5%) shall be paid to each employee whenever it is determined by the employer that bilingual/bi-literate skills are required as a condition of employment.

a. Bilingual/Biliterate - A unit worker who is certified by the Human Resources as bilingual/biliterate is one with a demonstrated ability to converse fluently and communicate in writing in a language other than English with the sufficient skill to convert all routine written materials from one language to another.

11.10 Unit members who have earned an Associate, a Bachelor, or a Master's Degree, will be eligible to receive an annual educational incentive. The award amounts are as follows: Three hundred seventy-five dollars (\$375) for an Associate Degree, seven hundred fifty dollars (\$750) for a Bachelor Degree, or a one thousand five hundred (\$1,500) for a Master's Degree. The educational incentive amount will be prorated based upon full time equivalent (FTE), and a maximum of one Degree educational incentive will be credited per employee annually.

11.10.1 Official verification of the educational incentive earned must be submitted to the Human Resources Department by June 15 of any given year.

11.10.2 For each school year in which the educational incentive is initially earned, payment will be awarded in a lump sum, to be reflected in the payroll not later than July 31. Subsequent payment for that educational incentive will be awarded throughout the year at the equivalent monthly proportional rate to the employee's work year.

11.11 Subject to the approval of the superintendent's cabinet, stipends may be allowed for Unit members performing services outside of any Santa Cruz COE classified job descriptions. The performance of these services will not conflict with regularly required duties and will be scheduled outside the member's normal work schedule.

11.12 Stipends for graduate degrees will be prorated to the employee's full-time equivalent (FTE) and work year. A maximum of one Master's degree stipend will be credited per individual employee. A maximum of one Doctorate degree stipend will be credited per individual employee. The Master's degree or the Doctorate degree annual stipend for a full-time equivalent (FTE) will be fifteen hundred dollars (\$1,500). Should an individual have both a Master's degree and a Doctorate degree, the individual will receive an additional annual stipend of four hundred dollars (\$400). When

prorating stipends, a minimum stipend for a Master's degree or Doctorate degree will be a minimum of four hundred dollars (\$400).

#### 11.13 RBT or BCaBA Certification Stipend

11.13.1 A Registered Behavior Technician (RBT) is primarily responsible for the direct implementation of behavior analytic services. Unit members who have completed the RBT Certification process through the Behavior Analyst Certification Board will receive a two hundred and fifty dollar (\$250) stipend for each year that they maintain their certification.

11.13.2 A Board Registered Assistant Behavior Analyst (BCaBA) is primarily responsible to provide behavior-analytic services. Unit members who have completed the BCaBA Certification process through the Behavior Analyst Certification Board will receive a five hundred dollar (\$500) stipend for each year that they maintain their certification.

11.13.3 Official verification and recertification must be submitted to the Human Resources Department by June 15 of any given year. The Santa Cruz COE will not be responsible to remind unit members of an expiration of certification.

11.13.4 For each school year in which the certification stipend is initially earned, payment will be awarded in a lump sum, to be reflected in the payroll not later than July 31. Subsequent payment for that certification stipend will be awarded throughout the year at the equivalent monthly proportional rate to the employee's work year.

11.13.5 A maximum of one (1) certification stipend will be credited per employee annually.

11.13.6 The Santa Cruz COE will not be responsible nor will they reimburse application or renewal fees of either the RBT/BCaBA Certification.

#### 11.14 Up to six (6) members of the CSEA Negotiations Committee shall receive a maximum stipend of three hundred seventy-five dollars (\$375) annually.

11.14.1 The total stipends paid under this subsection shall be limited to two thousand two hundred fifty dollars (\$2,250).

11.14.2 Each year, the CSEA president shall forward to the Chief Business Officer a roster of negotiating team members.

11.14.3 The Santa Cruz COE shall pay each member's stipend within one (1) pay period after receiving the roster.

11.14.4 If CSEA should choose to have more than six (6) members on their team, the two thousand two hundred fifty dollars (\$2,250) shall be divided among the members equally.

#### 11.15 Specialized Physical Health Care Procedures

Specialized Physical Health Care Procedures (SPHC) shall be defined to include catheterization, gavage feeding, suctioning, or other services requiring medically related training as described in California Education Code 49423.5. In addition, procedures where Santa Cruz COE staff must be specifically trained and authorized utilizing Santa Cruz COE SPHC form, shall be included in this definition.

11.15.1 Only Instructional Aides who are trained and assigned to perform SPHC services shall be eligible for this stipend. Instructional Aides will be retrained and certified annually. For

every student requiring SPHC services, there shall be at least two (2) staff members trained to ensure that services can be provided in the absence of the employee to whom this service is primarily assigned.

- 11.15.2 The stipend shall equal five percent (5%) of an employee's base salary and five percent (5%) of any non-regular work year assignment salary if assignment is to work with a student requiring SPHC.
- 11.15.3 Instructional Aides who are hired after July 1, for an assignment that includes SPHC services, must be trained and certified immediately, according to legal requirements. This training shall also be provided to employees who promote, transfer, or as reassigned into such as assignment. The trainer shall be a registered nurse employed by the Santa Cruz COE or other medical provider specified by a Santa Cruz COE school nurse.
- 11.15.4 Instructional Aides trained after July 1, shall have their salary adjusted upward by five percent (5%) on the first (1st) of the month following their certification and assignment, and it will continue through June 30 of the current fiscal year assuming the services are needed for SPHC.
- 11.15.5 It shall be the responsibility of the Santa Cruz COE to notify employees by June 1, annually, if they are no longer eligible for the stipend. However, if an employee's assignment changes and they will no longer be providing services, employees will be given thirty (30) calendar days' notice and the Sanata Cruz COE reserves the right to discontinue the stipend until such time that the employee is reassigned to provide services. Employees will be held harmless if paid, but not assigned to provide services.

#### 11.16 Administration Of Emergency Medications

- 11.16.1 There may be emergency situations where the health and safety of a student requires the administration of medication. Eligible classified employees who have volunteered to be trained to provide emergency medication services may provide such services according to the terms of this section. In no instance shall a classified employee be placed in the position of making a medical diagnosis.
- 11.16.2 Volunteers: Any agreement of classified employees to administer emergency medications to students shall be voluntary. A classified employee who does not volunteer and who has not been trained, shall not be required to administer emergency medications.
- 11.16.3 For purposes of this section, the only approved emergency medications are as follows:
  - Epi-Pen
  - Diabetic medication administration (injections that are not self-administered by students)
  - FDA approved emergency seizure medication (e.g., Diastat, nasal Valium)
- 11.16.4 The administration of emergency medication shall be by an employee who volunteered to be trained and was certified by a medical professional as qualified. All volunteers will maintain their competency as documented by a healthcare professional.
- 11.16.5 Any agreement by an employee to administer emergency medication(s) is strictly voluntary and staff may not be coerced, intimidated, or threatened to volunteer. Any employee who volunteers may rescind their volunteer status up to three (3) workdays after the completion of each training, for that particular medication. After that time, a volunteer may rescind their offer to administer one or more of these medications with a

ten (10) workday notice, or until a new individual student health plan is developed, whichever is less.

- 11.16.6 Volunteer employees shall be trained prior to administering emergency medication. Training may include general training, student specific training, and training for student involvement in selfcare. At the conclusion of the training program and only after the employee has demonstrated competency for a specific service will that employee be certified in writing by the COE as qualified to render the service. Training certificates shall be provided to the employee and kept on file in the Human Resources Department.
- 11.16.7 The District agrees to pay an annual stipend to employees who complete training and volunteer to provide services to students unable to self-administer the above listed services. The stipend for the training and certification shall be paid on a monthly basis to employees who have not rescinded their offer to volunteer to administer the medication.

Epi-Pen	\$ 500
FDA approved emergency seizure medication (e.g., Diastat, nasal Valium)	\$1,000
Diabetic medication administration	\$1,500

- 11.16.8 All stipends are based upon a full year of qualification and willingness of the employee to provide emergency administration of medication. Any employee who is qualified and willing to provide the service for less than one (1) full year shall receive the stipend on a prorated basis. Any employee who rescinds their offer to provide the emergency administration of medication shall cease to receive the stipend.
- 11.16.9 Indemnification: Any classified employee who volunteers to administer insulin injections shall be provided a legal defense and indemnification by the District for any and all civil liability for the administration or failure to administer insulin injections. This information shall be provided in writing to the classified employee and retained in their personnel file. The District is required to both hire a lawyer to defend the classified employee in such a lawsuit *and* to pay the damages, if any.

## ARTICLE 12

### HEALTH AND WELFARE BENEFITS

- 12.1 Effective October 1, 2015 for the 2015-2016 fiscal year, for eligible Unit members, the County Superintendent of Schools shall cover any increase in the cost of Health and Welfare Benefits up to the increase in the High HMO. Thereafter, the County Superintendent of Schools shall contribute an amount comparable to fifty percent (50%) of the increased cost for the High HMO health and welfare outlined in Appendix C. Therefore, should there be an increase in the cost of 2024-2025 health and welfare benefits based on the High HMO plan, the Santa Cruz County Superintendent of Schools will contribute seventy percent (70%) of the increased costs of the benefits. It will be the bargaining unit member's responsibility to pay for any additional cost to health benefits.

For the fiscal year 2024-2025 only, the bargaining unit member will only pay thirty percent (30%) up to an eight percent (8%) increase. COE will cover one hundred percent (100%) of the increases over eight percent (8%).

- 12.2 All members of the Unit assigned a service day of at least six (6) hours, exclusive of the lunch period, in a position requiring service for seventy-five percent (75%) or more of the school year (equals 1,179 hours on an annual basis) shall receive for the term of the contract, as additional compensation, enrollment for the employee and all eligible dependents in the health and welfare benefit programs. (Appendix C)
- 12.3 All members of the Unit assigned a service day of at least four (4) hours, exclusive of the lunch period, but less than six (6) hours, in a position requiring service for seventy five percent (75%) or more of the school year, shall receive for the term of the contract, as additional compensation, enrollment for the employee in the established health and welfare benefit programs. (Appendix C)
- 12.4 All members of the Unit not otherwise participating in the established health and welfare benefit program, or who do not render the requisite service to qualify for paid dependent coverage, may choose to enroll in the established program at their own expense.
- 12.4.1 The employee shall do so by voluntarily authorizing a payroll deduction in the amount necessary to pay all additional premium costs.
- 12.4.2 Employees exercising this option, under 12.4, not working on an extended year basis, shall be responsible for paying the supplemental premium for continued coverage on a month-to-month basis during the summer months.
- 12.4.3 Employees desiring to take advantage of the option provided in 12.4 above must do so within thirty (30) days from the date of their initial employment.
- 12.5 Unit members have an option to enroll domestic partners in the health and welfare benefit plans. Members electing this option must follow all the procedures and meet eligibility as outlined by the Self Insured Schools of California (SISC).
- 12.6 Unit members shall participate in each program as soon as the eligibility requirements have been satisfied and the enrollment procedures have been completed. Employees shall be entitled to benefit coverage provided herein regardless of their day of hire within a school year.



## ARTICLE 13

### VACATION

- 13.1 Employees shall earn vacation at the prescribed rate as part of employee compensation. Employees will be credited at the beginning of each fiscal year with the appropriate amount of vacation anticipated to be earned for the fiscal year. Employees, who are on leave to serve in limited term assignments during periods when they are not regularly assigned, shall earn vacation during such limited term assignments. Vacation shall also be earned during any paid leave of absence.
- 13.2 Employees working forty (40) hours per week excluding overtime, are to accumulate vacation on the following schedule:
- |                 |   |
|-----------------|---|
| 1-12 months     | 12 working days annually, (8 hours per month)     |
| 13-24 months    | 13 working days annually, (8.67 hours per month)  |
| 25-36 months    | 14 working days annually, (9.33 hours per month)  |
| 37-48 months    | 15 working days annually, (10.00 hours per month) |
| 49-60 months    | 16 working days annually, (10.67 hours per month) |
| 61-72 months    | 17 working days annually, (11.33 hours per month) |
| 73-84 months    | 18 working days annually, (12.00 hours per month) |
| 85-96 months    | 19 working days annually, (12.67 hours per month) |
| 97-108 months   | 20 working days annually, (13.33 hours per month) |
| 109-120 months  | 21 working days annually, (14.00 hours per month) |
| Over 120 months | 22 working days annually, (14.67 hours per month) |
- 13.3 For those working less than forty (40) hours per week, or less than twelve (12) months per year, a vacation allowance is granted for that portion of the employee's work schedule in ratio to forty (40) hours per week or the twelve (12) month work year. Earned vacation may be used upon completion of the six (6) month's probationary period with the approval of the employee's immediate supervisor and the County Superintendent. Earned vacation becomes a vested right upon the completion of the initial six (6) months of continuous employment.
- 13.4 For the 2018-2019 year, contractual vacation accruals due mid-year will be advanced to 7/1/2018.
- 13.4.1 All future vacation accruals will be credited on July 1 preceding the completion of the appropriate years of service.
- 13.4.2 Probationary vacation accruals will not change and will continue to be authorized at the six (6) month anniversary date.
- 13.5 Vacation credit may be accumulated to a total not exceeding that which the employee could earn in two (2) years.
- 13.5.1 When an employee has accumulated two (2) year's vacation credit, the employee will be notified in writing that maximum allowable number of vacation days have been accumulated.

- 13.5.2 If an employee has accumulated the maximum allowable vacation credit, the County Superintendent shall authorize payment in lieu of the vacation exceeding the maximum. Any excess vacation as of October 31 will be paid in December. Any excess vacation as of May 31 will be paid in July.
- 13.6 Vacations are to be taken in accordance with a schedule developed and prepared by the employee and immediate supervisor with due regard to the operations of the department. Effort shall be made to enable vacation to be taken at times convenient to the employee, consistent with the needs of the service and the workload of the department. If there is conflict between employees requesting vacation, preference shall be given to the employee having greater COE hire date seniority. In the event a schedule cannot be developed, the Superintendent or designee will assist in resolving the issue.
- 13.7 Compensation for Vacation
- 13.7.1 The rate at which vacation is paid shall be the employee's current rate. An employee whose vacation is earned and begun under a given status shall suffer no loss of earned vacation credit by reason of subsequent changes in conditions of employment during that vacation.
- 13.7.2 Upon separation from the service, an employee shall be paid for the accumulated vacation credit at the rate of pay applicable to the employee's last regular assignment, except that employees who have not completed six (6) months of employment in regular status shall not be entitled to such compensation.
- 13.7.3 In the event that more vacation has been used than earned upon termination of service, the final warrant shall be adjusted so as to recover all compensated but unearned days of vacation.
- 13.8 Any classified employee who commences a prescribed vacation period and subsequently becomes ill or is bereaved before the vacation period has been completed, shall be placed on sick leave under the following conditions:
- 13.8.1 If the illness or bereavement is for three (3) consecutive days or more;
- 13.8.2 If the illness or bereavement is such that had the employee been working, sick or bereavement time would have been used;
- 13.8.3 If the employee, normally, is required to return to duty immediately following the vacation period;
- 13.8.4 If the request is filed with the County Superintendent or designee within two (2) weeks of the illness or bereavement or within, at the latest, one (1) week of return of duty unless extraordinary extenuating circumstances exist, which prevent such filing;
- 13.8.5 If the filed request fully outlines the reasons for the request and is fully substantiated to include medical reports in the cases of illness.
- 13.9 When all or part of an employee's vacation is to be converted to illness or bereavement leave, the appropriate vacation credit shall be restored to the employee's earned vacation balance. If possible, the employee shall be granted opportunity to consume this vacation credit in order not to exceed the limit on accrued vacation. In other cases, Paragraph 13.5.2 above, may be applied in order to avoid loss of vacation credit.

## ARTICLE 14

### LEAVES

#### 14.1 Sick Leave

- 14.1.1 Sick leave is the authorized absence of an employee because of illness or injury or exposure to contagious disease. It is agreed by the parties to this Agreement that Personal Necessity Leave, as set forth in paragraph 14.4 below, can be utilized for an authorized absence due to the illness of an individual other than the employee.
- 14.1.2 Each full-time employee shall accumulate twelve (12) days of sick leave per year. Employees who work less than full-time and/or for less than twelve (12) months a year shall earn sick leave at a proportional rate based on twelve (12) days sick leave per twelve (12) months of full-time service.
- 14.1.3 Sick leave is accumulated on a fiscal year basis. Employees will be credited at the beginning of each fiscal year with the appropriate amount of sick leave anticipated to be earned for the fiscal year.
- 14.1.4 If an employee does not take the full amount of leave allowed in any year under this section, the amount not taken shall be accumulated from year to year without limit.
- 14.1.5 Sick leave may be taken at any time, provided that a new employee may only use six (6) days out of paid sick leave during the initial, probationary period or the proportionate amount to which the employee may be entitled. An employee will receive full pay for those days of absence covered by accumulated sick leave.
- 14.1.6 At the beginning of leave, in order to receive compensation while absent, the employee's immediate supervisor must be notified of the absence within the first working hour of the day the absence commences unless conditions make notification impossible. The burden of proof of impossible conditions shall be upon the employee.
- 14.1.7 At the end of the leave, one (1) day prior to the expected return to work, the employee shall notify the immediate supervisor in order that any substitute employee may be terminated. If the employee fails to give this notice and both the employee and the substitute report, the substitute is entitled to the assignment as provided in 14.1.9.
- 14.1.8 An employee who has been absent for more than twenty (20) working days must notify the immediate supervisor at least three (3) working days in advance of returning to work.
- 14.1.9 A sick leave day, once commenced, may be reinstated with permission of the department supervisor. The returning employee may be reassigned to alternative duties, consistent with their job description, for the remaining portion of the day referenced in this section, provided a substitute has been hired for the employee.
- 14.1.10 No payment for sick leave shall be made until submission by the employee of the time sheet, signed by the employee and the immediate supervisor.
- 14.1.11 An employee absent for five (5) days or more may be required to present a medical provider's statement stating the nature of the illness or injury and the date the employee is able to return to work.

- 14.1.12 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 14.1.13 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the County Superintendent, in consultation with the Association. Any cost for such examination not covered by the existing health insurance plan shall be paid by the County Superintendent. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.
- 14.1.14 Exhaustion of Sick Leave
- a. Utilization of Other Accumulated Leave
- After exhaustion of paid leave, an employee who is ill or injured may, upon request, use accumulated vacation (and compensatory time, if provided) to avoid leave without pay.
- b. Advance Sick Leave
- After exhaustion of all paid leave, a permanent employee may be granted advance additional sick leave upon request and with the approval of the County Superintendent of Schools. The advance sick leave will not exceed the subsequent year's earned sick leave.
- 14.1.15 Termination of Sick Leave
- If, at the conclusion of all sick leave and additional leave, paid or unpaid, granted under these rules, the employee is still unable to assume the duties of their position, the employee will be placed on a re-employment list for a period of thirty-nine (39) months in the same manner as if they were laid off for lack of work or lack of funds.
- 14.1.16 Transfer of Sick Leave
- Any employee of another county office of education or school district who has accumulated sick leave credit under Education Code 45191 or its successor, may transfer such unused sick leave to the COE in the following situations: The previous employment must have been for a period of one (1) calendar year or more; the employment must have been terminated for reasons other than action initiated by the employer for cause; and the employee seeking credit for earned but unused sick leave must accept employment with the COE within one (1) year of such termination of former employment
- 14.1.17 Sick Leave After Termination
- When employment with the COE is terminated, there will be no cash reimbursement for unused, accumulated sick leave. If the employee is transferring to another public entity or subsequently so accepts employment, the County Superintendent or designee will forward a report as to earned but unused sick leave upon the request of the employee. In the event that more sick leave has been used than earned upon the termination of service, the final warrant shall be adjusted so as to recover all compensated but unearned days of sick leave absence.
- 14.1.18 Use of Sick Leave for Family Illness

- 14.1.18.1 Unit members shall be entitled to use on an annual basis (each school year) the number of sick leave days they would accrue during a six (6) month period to attend to the illness, medical and/or dental appointments of a child, parent or spouse of the employee. Therefore, a full-time employee earning six (6) days during six months may utilize up to six (6) days per school year for family illness as defined herein (Reference: Labor Code Section 233).
- 14.1.18.2 The entitlement provided in this section is in addition to the utilization of sick leave days under section 14.4 (Personal Necessity Leave).

#### 14.2 Differential Sick Leave Compensation

- 14.2.1 When a unit member employed in the classified service is absent from their duties on account of illness or accident for a period of five (5) months or less, whether or not the absence arises out of or in the course of employment of the employee, the amount deducted from the salary due the employee for any month in which the absence occurs shall not exceed the sum which is actually paid a substitute employee employed to fill the position during the absence.
- 14.2.2 The five (5) month period of this leave shall commence on the first day of absence. Differential compensation shall be paid after exhaustion of industrial accident or illness leave, if applicable, regular sick leave, vacation, compensatory time or other paid leave and shall be paid only for the balance of the five (5) month period remaining after the exhaustion of such paid leaves.
- 14.2.3 This leave requires monthly certification by the employee's physician, on a form provided by the County Superintendent, that the employee is physically or mentally disabled and unable to perform the usual duties.
- 14.2.4 Satisfactory evidence that the employee is physically and mentally fit to return to duty may be required of any employee who has been absent from duty due to illness or accident.
- 14.2.5 When requested by the County Superintendent, an employee shall undergo a physical or mental examination by a doctor selected by the Superintendent, in consultation with the Association. Any cost for such examination not covered by the existing health insurance plan shall be paid by the County Superintendent. The employee shall authorize the doctor to release the results of the examination to the County Superintendent.

#### 14.3 Maternity Disability Leave

- 14.3.1 This leave commences with the onset of disability due to pregnancy. The employee may claim sick leave pay and differential sick leave compensation for no more than that limited period of time when the employee's physician certifies in writing, on the form provided by the County Superintendent, that she was actually physically disabled from performing her duties because of pregnancy, miscarriage, childbirth, or recovery therefrom or for those periods provided in subparagraph 14.1 or 14.2 above, whichever is shorter.
- 14.3.2 As far in advance as possible, prior to the expected birth of the child, the employee shall submit to the County Superintendent a physician's statement noting the expected date of birth. An employee may continue work until the onset of physical disability as verified in

writing by the employee's physician on a form provided by the County Superintendent.

#### 14.4 Personal Necessity Leave

- 14.4.1 Employees are allowed a maximum of ten (10) days per fiscal year for personal necessity leave. Such leave will be deducted from accrued sick leave. The days allowed may not exceed the number of days of illness or injury leave provided under subparagraph 14.1 above, to which the employee is entitled.
- 14.4.2 Personal necessity is the emergency occurrence over which an employee has no control and may include:
  - 14.4.2.1 Bereavement leave which may be necessary beyond that authorized in Article 14.6
  - 14.4.2.2 An accident involving the employee's person or property, or the person or property of a member of their immediate family as defined in Article 14.6.
  - 14.4.2.3 An appearance in any court or before any administrative tribunal as a litigant, party, or a witness under subpoena or any order made with jurisdiction, and for which no other leave is provided for in these rules.
  - 14.4.2.4 Other reasons with the approval by the County Superintendent of Schools or designee.
- 14.4.3 Personal necessity does not include absence for vacation, recreation, seeking employment, shopping, traveling, or similar absence, which is not of an emergency nature.
- 14.4.4 Notice of intent to use this leave shall be given to the immediate supervisor as far in advance as possible. Use of personal necessity shall be reported on a timesheet and be signed by the employee and the immediate supervisor. The immediate supervisor's signature certifies that the procedure regarding this leave has been observed.

#### 14.5 Industrial Accident or Industrial Illness Leave

Industrial accident or industrial illness is granted to an individual as a result of a job connected accident or illness and is in addition to regularly accrued sick leave.

- 14.5.1 Allowable leave with pay shall not exceed sixty (60) working days in any one fiscal year for the same accident or illness.
- 14.5.2 Allowable industrial accident or industrial illness leave shall not be cumulative from year to year.
- 14.5.3 Industrial accident or illness leave will commence on the first day of absence.
- 14.5.4 Payment for wages lost on any day, when added to an award granted the employee under the worker's compensation laws of this state, shall not exceed the employee's actual wage if on the job.
- 14.5.5 Industrial accident leave will be reduced by one day for each day of authorized absence regardless of compensation award made under worker's compensation.
- 14.5.6 When an industrial accident or illness occurs at a time when the full sixty (60) days will

overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year, in which the injury or illness occurred, for the same illness or injury.

- 14.5.7 Entitlement to industrial accident or illness leaves will be based upon finding that the disability has been due to industrial accident or illness. In cases where the findings do classify a claim as a disability case, regular sick leave will not be deducted until this leave has been exhausted.

#### 14.6 Bereavement Leave

An employee is entitled to a leave of absence with full pay, not to exceed five (5) days, in the event of the death of a spouse or significant other of an employee. In the event of a death of a member of the immediate family other than the spouse or significant other, an employee is entitled to a leave of absence with full pay, not to exceed three (3) days with full pay and may take two (2) additional days utilizing available paid leave balances or five (5) days with full pay when travel beyond a two hundred fifty (250) mile radius is necessary in connection with the bereavement leave.

In the event that an employee requires additional leave under this section, the employee may request Personal Necessity Leave as set forth in Article 14.4. Immediate family, as used in the Article, means the mother, father, grandmother, grandfather or a grandchild of the employee or of the employee's spouse or significant other, and the spouse or significant other, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, or any step-relation of the above group, or any relative living in the immediate household of the employee.

In the event of exceptional circumstances, the Superintendent or designee may grant bereavement leave for other than those listed above. It is agreed by the parties to this Agreement that Personal Necessity Leave, as set forth in paragraph 14.4, may be utilized to attend the funeral of a person other than those listed above.

14.6.1 "Significant other" shall mean a person (of either sex) who:

- a. resides and shares the common necessities of life with the employee,
- b. is not married to anyone,
- c. is not related by blood to the employee closer than would bar marriage in the State of California,
- d. is mentally competent to consent to a contract; and
- e. Signs a declaration that they are the employee's sole significant other, meets all other requirements set forth above, and agrees to notify the Santa Cruz COE if there is a change in circumstances attested to.

14.6.2 In order for an employee to change the designation of their significant other, at least six (6) months must have passed since the employee has filed a statement of termination of the previous significant other relationship.

#### 14.7 Reproductive Loss Leave

14.7.1 In the event that a unit member, or a unit member's significant other, experiences a reproductive loss event, the unit member will be entitled to take up to five (5) days of Reproductive Loss Leave. A reproductive loss event is defined as a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. If a unit

member experiences more than one reproductive loss event within a twelve (12) month period, the amount of leave taken can be no longer than twenty (20) days. Unit members are eligible for this type of leave after thirty (30) days of employment. The leave must be taken within three (3) months of the event and may be taken on nonconsecutive days. Unit members may use available paid leave balances.

#### 14.8 Jury Duty - Subpoenaed Witness Leave

Jury Duty: A leave with pay shall be granted to employees called for jury duty in the manner provided for by law. An employee who receives a jury summons shall submit a copy of the summons to the supervisor. At the conclusion of jury duty, the employee shall submit a leave of absence form specifying the dates and times served by the employee. This shall be attached to the Leave of Absence report. Payment shall be made to the County Superintendent in the amount of the statutory fees that the employee has received for attendance as a juror, excluding the statutory mileage fee. This leave provision shall not apply to voluntary duty on a grand jury.

#### 14.9 Uncompensated Leave

- 14.9.1 The County Superintendent may grant any member of the unit who has gained permanent status an unpaid leave of absence for a period not in excess of one school year.
- 14.9.2 The employee shall request such leave as soon as practical, but at least thirty (30) days prior to the day on which the leave is to begin. Such a request shall be in writing and shall include a statement as to the purpose of the leave and the dates the employee wishes to begin and end the leave.
- 14.9.3 The duration of such leave shall consist of no more than twelve (12) consecutive months and shall automatically terminate on June 30th of the school year in which the leave is granted. An employee on this leave shall notify the County Superintendent prior to February 15th of the year during which the leave is being taken that the employee will return to duty the ensuing school year. Failure to comply with this requirement will constitute a resignation on the part of the employee effective at the close of the school year in which the employee is on leave.
- 14.9.4 There shall not be a reduction of employment status for those granted this leave except that while on this leave status no person shall be entitled to compensation, including health benefits, neither shall they earn credit for a service year, nor step increment on the classified salary schedule.

#### 14.10 Parental and Family Leave

- 14.10.1 Employees who qualify are entitled to use Family Medical Leave Act (FMLA) leave/California Family Rights Act (CFRA) leave for a maximum of twelve (12) workweeks of leave in a twelve (12) month period for the birth or adoption of a child, for the employee's own disability, or to care for a parent, spouse, or child with a serious health condition. ("Child" means biological, adopted or foster child, stepchild, a legal ward or a child of a person standing in "loco parentis" for an adult dependent child. "Parent" means a biological, foster, adoptive, stepparent, legal guardian or other person who stood in "loco parentis" to the employee when the employee was a child.)
- 14.10.2 Parental Leave: All Employees shall be entitled to Parental Leave for the purpose of rearing their child as defined in 14.9.1
  - 1. Parental leave means leave for reason of the birth of a child of the employee, or



the placement of a child with an employee in connection with the adoption or foster care of the child by the employee. It shall be available to both full-time and all part-time employees who have completed 12 months of employment with the district.

2. Although the California Family Rights (CFRA) and the Family and Medical Leave Act (FMLA) have a requirement that the employee must work 1,250 hours in the previous 12 months, Ed Code 45196.1 does not require this minimum hourly requirement for parental leave.
3. Under Parental Leave, an employee “may” use their sick leave for the purpose of parental leave.
4. After all available leave is exhausted, including all accumulated sick leave, eligible unit members are entitled to use “differential leave” as described in Section 14.2 Differential Sick Leave Compensation for the remainder of the twelve-workweek period.
5. Unit members eligible for CFRA leave may take up twelve work weeks leave, but if the member has previously exhausted sick leave and differential leave for Pregnancy Disability Leave (PDL) related to the same pregnancy or childbirth, the 12 workweeks or remaining leave will be unpaid. Health benefit coverage will continue during CFRA leave if the employee continues to pay the employee contribution on the set time line set forth by the Payroll/Benefit Department.
6. Pursuant to CA Education Code 45196.1, an eligible unit member will only be provided one twelve (12) workweeks period power maternity or paternity in which differential leave may be used. If the school year ends before this twelve (12) Workweek period is exhausted, the employee may take the balance of the twelve (12) workweeks in subsequent school year within the original 12-month period if the employee chooses to continue their maternity or paternity leave.
7. If both parents work for the Santa Cruz County COE, each is entitled to 12 work weeks of leave for child bonding under CFRA.
8. Parental leave shall run concurrently with unpaid parental leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA) for a total of 12 workweeks during any 12-month period.

14.10.3 FMLA leave will be available for qualifying employees who are family members of active-duty National Guard and Reserves members for any qualifying exigency arising out of the fact that the family member is on active duty or called to active duty status in support of a contingency operation. This twelve (12) week leave in a twelve (12) month period may be taken for qualifying exigencies which include: Short- notice deployment; military events and related activities; childcare and school activities; financial and legal arrangements; counseling; rest and recuperation; post-deployment activities; and additional activities not encompassed in other categories but agreed to by both the County Superintendent and/or designee and the employee.

14.10.4 To qualify, a classified employee must have rendered one year of continuous service and have worked a minimum of 1250 hours in the twelve months immediately preceding the requested leave. For eligibility purposes, full-time ten (10) and eleven (11) month employees are deemed to meet the 1250 hour test purposes of this article only, classified

unit members who have worked a minimum of a thirty (30) hour week, are ten (10) or eleven (11) month employees, who have rendered one year of continuous service, and have worked a minimum of 667 hours of service in the twelve months immediately preceding the requested leave are deemed eligible.

14.10.5 Granting of this leave allows the qualified employee to return to the same or an equivalent position as the one held at the start of the leave, and to maintain health insurance under the COE's policy during twelve weeks unpaid leave as long as the employee pays the employee's portion of the cost.

14.10.6 CFRA and/or FMLA leave taken for the birth, adoption, or foster care placement of a child must be completed within one year of the qualifying event. Employees are required to give thirty (30) days' notice in advance of the need to take this leave when the need is known in advance. When the need for leave is unforeseen, the employee must provide as much notice as is practicable.

14.10.7 CFRA and FMLA leave shall run concurrently, not consecutively.

14.10.8 CFRA and/or FMLA leave may be taken intermittently for medical treatment of the employee or employee's child, spouse, or parent. The employee must make a reasonable effort to schedule the treatment to avoid undue disruption to the COE's operations.

14.11 Provisions of Sick Leave, Extended Disability Leave, Maternity Leave, Personal Necessity, Industrial Accident or Industrial Illness Leave, Bereavement Leave, and Jury Duty/Subpoenaed Witness Leaves shall not be used by any employee during any period when the employee is not in a paid status.

#### 14.12 Catastrophic Leave Donation

##### 14.12.1 ABOUT THE PLAN

Education Code 44043.5 provides for the establishment of a Catastrophic Leave Program. The purpose of this plan is to permit an employee, when they or a member of their family has a catastrophic illness or non-work related injury, to solicit individual donations of sick leave from fellow employees, or to request the use of catastrophic leave from the Leave Bank. The intent is:

- a. To ensure that the employee continues to receive medical benefits during the catastrophic illness or non-work related injury period, and
- b. To enable the employee to continue receiving their regular salary.

Catastrophic leave is not intended to replace other options available to an employee or dependent whose illness or non-work related injury continues after a year of such leave, except in limited circumstances, as pre-approved under this plan.

##### 14.12.2 DEFINITIONS/BASIC PRINCIPLES

- A. Annual Contribution: No reoccurring annual contribution will be made by members of the Catastrophic Leave. If the balance of the bank is below one hundred sixty (160) hours on July 1st a call for donations will be made to the CSEA unit.
- B. Catastrophic Illness or Non-work Related Injury: A catastrophic illness or non-work related injury is one that is expected to incapacitate the employee or a

family member for an extended period of time. Because they have exhausted all full-pay sick leave and other paid time off work, there is financial hardship for the employee. Examples include life threatening injury or illness, or non-work related injury, cancer, AIDS, heart surgery, stroke, etc.

- C. Catastrophic Leave Committee: The Catastrophic Leave Committee is comprised of three (3) representatives from CSEA as voted by the CSEA unit. Additionally, the committee will include a non-voting CSEA representative from the payroll department to be determined by the Business Department management to act as an advisor as needed. Each year CSEA will submit a memo to the Santa Cruz COE Human Resources Director with the names of the Committee Members.
- D. Call for Donations: A solicitation for donations of leave to either an individual employee or to the Leave Bank.
- E. Day: For eligibility reasons, a day is equivalent to an employee's scheduled weekly hours divided by five (5).
- F. Duration: All donated leave to an individual is available for a maximum of twelve (12) months.
- G. Eligibility: All unit members on active duty with the Santa Cruz COE are eligible to contribute to the Catastrophic Leave Bank.
  - 1. Participation is voluntary, but requires a minimum contribution of hours equivalent to one full day to the Bank.
  - 2. Contributors to either the Leave Bank or to an Individual Request will be permitted to withdraw from the Bank.
  - 3. New Unit members may contribute within thirty (30) duty days of their original hire date to become members of the Catastrophic Leave bank.
  - 4. Unit members may elect to join the Catastrophic Leave Bank (Attachment I) at any time.
  - 5. A donating employee, except for new hires, must retain no fewer than five (5) days of sick leave on record (after the donation) to be eligible to donate sick leave hours.
  - 6. Members have a waiting period of thirty (30) duty days after joining the Bank before becoming eligible to withdraw from the bank.
  - 7. Annual donation of hours is not needed to remain eligible.
  - 8. The Santa Cruz COE shall supply enrollment forms for the Catastrophic Leave Bank to all members.
- H. Extension: In unusual circumstances and upon request to the Catastrophic Leave Committee, an additional one (1) year of leave use may be considered.
- I. Grievances: Nothing in this plan is grievable.
- J. Individual Requests: Employees meeting conditions of this plan may ask the Catastrophic Leave Committee to solicit donations from eligible, participating

employees as outlined.

- K. Irrevocability: Once leave is donated, the donor cannot retrieve any portion of the donated leave.
- L. Leave: Sick leave accrued to the donating employee.
- M. Leave Bank: Unused donated hours to an Individual Request revert to the Leave Bank for use by other catastrophically ill or injured employees. The Leave Bank permits those employees who do not wish to request individual donations to use donated leave from the Leave Bank privately and anonymously.
- N. Medical Verifications: The Human Resources Director will require medical verification of a catastrophic illness or non - work related injury from a physician. The Human Resources Director will verify with the Catastrophic Leave Committee that an employee is on leave due to a catastrophic illness or non-work related injury.
- O. Requests: An employee who is suffering from a catastrophic illness or non-work related injury, or the employee's representative (authorized in writing), must request catastrophic leave. Donations cannot be accepted or approved without this request.
- P. Donation of sick leave upon separation: An employee may choose to donate their accumulated sick leave to the bank upon separation of employment. If an employee returns to work within their thirty-nine (39) month rehire timeframe, they may make a written request to the committee to have the sick leave returned. As long as the total of the bank remains above three hundred (300) hours after the request has been approved, the sick leave will return to the employee.

#### 14.12.3 PROCESS FOR EMPLOYEES SUFFERING FROM A CATASTROPHIC ILLNESS OR INJURY

An employee requesting catastrophic leave needs to follow this process and meet these guidelines:

- A. To be eligible for catastrophic leave an employee must have used all available forms of paid leave (full-pay sick leave and vacation, etc.) except for five (5) month differential pay and been incapacitated or absent for no fewer than ten (10) work days.
- B. The employee submits a Catastrophic Leave Bank Request Form (Appendix H) to the Catastrophic Leave Committee. The requestor may designate an authorized representative who may file a request on their behalf. The request must include the following:
  - 1. A statement indicating whether the employee wishes to use hours in the leave bank anonymously or to solicit donations specifically for their need,
  - 2. Medical verification of the catastrophic illness or injury (Human Resources may require additional medical verification from a physician), and
  - 3. It is the responsibility of the employee or their authorized representative to

submit sufficient information (as required by this plan) to the Catastrophic Leave Committee for approval; insufficient information may be grounds for denial.

- C. The Catastrophic Leave Committee determines that the employee is unable to work due to the catastrophic illness or non-work related injury.
- D. An employee, who receives leave from a solicitation of hours on their behalf, must use all of donated hours prior to requesting additional leave from the Catastrophic Leave Bank.
- E. Withdrawals from the Catastrophic Leave Bank shall be granted in units of no more than ten (10) days as defined above. Participants may submit requests to the Committee for extensions of withdrawals as their prior grants expire.
- F. Employees must use all donated leave within a twelve (12) month period after they begin accessing donated leave hours. Leave hours will be placed in a special donated leave account for the requesting employee for up to one year. After one year of Catastrophic Leave, and in unusual circumstances, if an employee requests additional leave they must submit a new Catastrophic Leave Request Form (Appendix H).
- G. Hours donated through a solicitation of donations will revert to the Catastrophic Leave Bank if the employee never needs to access them (i.e. no differential to be paid, termination or placed on 39 month rehire list).
- H. If the employee returns to work and has a reoccurrence of the same or related catastrophic illness or non - work related injury, as verified by a physician, which occurs within one year of the date the employee returned to work, the unused donated hours will be retained to the individual's leave bank.
- I. Hours donated to a specific individual for a specified catastrophic illness or non - work related injury may be used only for that illness or non - work related injury. A different catastrophic illness or non - work related injury must be handled as a separate or second incident.
- J. Donated sick leave is charged on an hour-to-hour basis, regardless of the classification and/or salary of either the donor or the recipient.
- K. Once an employee's Catastrophic Leave has concluded, they may retain the equivalent of one day of donated sick leave for each full or partial calendar month they were absent due to the Catastrophic Leave. The retained sick leave must be used within the same fiscal year as the conclusion of the Catastrophic Leave, or when a new allotment of sick leave is available to the employee, whichever comes first. Additional sick leave will revert back to the bank in accordance with F-H.

#### 14.12.4 LEAVE BANK

Guidelines for the Leave Bank:

- L. Unused donated hours reverting to the Leave Bank or hours specifically donated to the Leave Bank (Attachment I) make up the Leave Bank.

- M. Requests for Leave Bank hours are subject to availability. The Santa Cruz COE is not responsible for filling requests from the Leave Bank if there are no hours available.

#### 14.12.5 ADMINISTRATION OF THE BANK

- N. The Catastrophic Leave Bank Committee shall have the responsibility of developing forms, maintaining the records of the Catastrophic Leave Bank, receiving withdrawal requests, verifying the validity of requests, approving or denying requests, and communicating its decisions, in writing, to the Participants, to the County Superintendent, Human Resource Department and Payroll Department
- O. The Committee's authority shall be limited to administration of the Bank. The Committee shall approve all properly submitted requests complying with the terms of this Article. Withdrawals may not be denied on the basis of the type of illness or disability.
- P. Applications shall be reviewed and decisions of the Committee reported to the Applicant, in writing, within ten (10) duty days of receipt of the application.
- Q. The Committee shall keep all records confidential and shall not disclose the nature of the illness, except as is necessary to process the request for withdrawal and defend against any appeals of denial.
- R. By December 5th of each school year, following the year of initial implementation of Catastrophic Leave Bank, the County Superintendent and Business Department shall notify the Committee of the following:
  - 1. The total number of accumulated hours in the Bank on June 30th of the previous school year.
  - 2. The number of hours contributed by unit members for the current year.
  - 3. The names of participating unit members.
  - 4. The total number of hours available in the Bank.
- S. Disputes between the Committee and the County Superintendent as to the accounting of Catastrophic Leave Bank hours shall be processed through the grievance procedure as per Article 19 of the classified contract.
- T. CSEA will be responsible for adherence to all timelines given above. Timelines will be in effect upon request of CSEA to implement the Catastrophic Leave Bank.

## ARTICLE 15

### ASSIGNMENT AND TRANSFER

#### 15.1 Vacancy – (For further details, please refer to the Merit System Rules and Regulations Section 5.200)

- 15.1.1 A vacancy is defined as an unfilled bargaining unit position at any County work site.
- 15.1.2 Vacancies shall be posted for no less than ten (10) workdays to classified employees before recruitment from outside may commence.
- 15.1.3 If a vacancy occurs, employees eligible for transfer will be given first consideration to the vacancy. If there is a resulting vacancy, the order of preferences will be followed as outlined in the Merit System Rules and Regulations.

#### 15.2 Assignment

Assignment is defined to be the written notice of placement in a specified position, classification, salary data, work location, and work schedule made at the time of initial employment and, for permanent employees, annually thereafter, if necessary.

- 15.2.1 At the commencement of each school year, assignments for permanent employees may be altered at any time within three (3) weeks from the start of the school year and within fifteen (15) working days for employees in the Instructional Support Family. Primary consideration in the alteration of an assignment will be for the good of the schools and the students thereof. If it becomes necessary to alter an assignment, the geographical location of work site in relation to the residence of the employee having their assignment altered will be considered. No altered assignment shall be implemented without a minimum of five (5) workdays' notice to the affected employee.
- 15.2.2 The assignment of new personnel to a specific vacancy shall be made after all employees in that classification have been given the opportunity to voluntarily transfer or promote.

#### 15.3 Transfer

- 15.3.1 Voluntary Transfer: A voluntary transfer is defined as the reassignment of a permanent employee, without examination, from their assigned position to another position within the same classification, to a similar or related classification with the same salary range, or to a lower classification within the same job family where the employee is qualified, as a result of a voluntary application by that employee.
  - 15.3.1.1 When a new position is created or an existing one becomes vacant, employees may request a transfer by submitting a request with the Human Resources Director on the proper form provided by the Human Resources Department that may be returned electronically.
  - 15.3.1.2 All requests for transfer initiated by employees shall be acknowledged by the County Superintendent or their designee within twenty (20) working days of the receipt of the request.
  - 15.3.1.3 Final authority for all transfers shall rest with the County Superintendent utilizing the following criteria:

- a. The established minimum job requirements as stated in the job description. Any applicable licensing or certification requirements.
- b. When there is more than one applicant for a voluntary transfer and those employees are equally qualified, the employee with the greater County hire date seniority shall be given priority by being first considered.

If a transfer request is denied, the Senior Director of Human Resources, shall provide the employee with written rationale for the denial within ten (10) working days. Employees, when denied a transfer request, are encouraged to seek recommendations from the Senior Director of Human Resources towards becoming more competitive for similar future transfer opportunities.

15.3.1.4 An employee may refuse a voluntary transfer within five (5) workdays of the assignment being offered. In that event, the second eligible applicant, if any, shall be offered the transfer.

15.3.2 Involuntary Transfer: An involuntary transfer is defined as the movement of an employee from their assigned position to another position within the same classification or related classes on the same salary range by the County in its best interest.

15.3.2.1 The general policy of the County Superintendent shall be to limit the involuntary transfer of employees. If it becomes necessary to cause an involuntary transfer, the geographical location of work site versus residence of the transferee shall be considered.

15.3.2.2 An involuntary transfer, within classification, is made during the current employee's service year at the direction of the County Superintendent or their designee, after consultation with the employee involved, the immediate supervisor, and the employee's designated representative(s).

15.3.2.3 Notification of such transfer shall be made in writing to the employee within fifteen (15) working days of the effective date of the involuntary transfer.

15.3.2.4 The employee will suffer no loss of regular assigned time as a result of an involuntary transfer.

#### 15.4 Temporary Assignment

Instructional aides, secretarial and clerical personnel shall not be assigned to a temporary work site for longer than ten (10) working days without the written consent of the employee.

#### 15.5 Promotion

A promotion is defined as the change in the assignment of an employee from a position in one classification to a position in another classification with a higher salary rate (see Merit Rules).



## ARTICLE 16

### RETIREMENT

- 16.1 Members of the Classified Unit may retire and participate in the health benefit (medical and dental) insurance program, which may include eligible dependents under the following conditions:

#### ELIGIBILITY

- 16.1.1 The retiree must be at least fifty-five (55) years of age.
- 16.1.2 Retiree shall have been an active, full-time employee of the Santa Cruz COE for a period of at least ten (10) consecutive years immediately prior to retirement. The County Superintendent may waive the requirement of ten (10) consecutive years as an active employee for any applicant for this program. For the purpose of this section only, unit members currently providing service and working a minimum of a thirty (30) hour week for 10 months or more shall be considered full-time.
- 16.1.3 The Santa Cruz COE will pay one (1) year of the medical and dental insurance premiums, as defined in Appendix C of this Agreement, for each two (2) years of active full-time employment for the Santa Cruz COE.
- 16.1.4 Employer contribution for all retirement plans to be frozen at the rate of the plan at the time of retirement.
- 16.1.5 Eligible employees hired prior to July 1, 1999 shall receive retiree health benefits commensurate to the medical and dental plan currently provided active Unit members (entitlement shall be for employee coverage plus one dependent with option to purchase coverage for additional dependents). Unit members eligible for Medicare will have a Medicare coordinated plan paid for by the Santa Cruz COE during the term of their eligibility.
- 16.1.6 Employees hired on or after July 1, 1999 shall receive retiree health benefits commensurate to the medical and dental plan currently provided active unit members (entitlement shall be for employee only with option to purchase higher levels of coverage) with all Santa Cruz COE employer provided health benefits to terminate at age 65.
- 16.1.7 As a condition of participation in this program, unit members will resign their position with the Santa Cruz COE, terminating their classified employment, and enter into a PERS service retirement status. In such a status, the retiree will cease to be a member of the Classified Employee Unit and will have no rights or responsibilities under the remaining provisions of this Agreement.
- 16.1.8 Employees retiring as of 6/30/2018 and beyond may purchase at their own expense dental coverage under the Santa Cruz COE plan if the individual qualifies for such benefits.

- 16.1.9 Employees retiring as of 6/30/18 and beyond may purchase at their own expense vision coverage under the Santa Cruz COE plan if the individual qualified for other retiree benefits.
- 16.1.10 A retired member of the Classified Employee Unit who returns for employment as a substitute or as a temporary employee with the Santa Cruz COE will be compensated according to Merit Rule 5.307 as of July 2015.
- 16.2 A surviving spouse may elect to continue coverage for themselves and dependents by paying through the Santa Cruz COE the premium cost during the period provided under COBRA.

## ARTICLE 17

### LAYOFF AND RE-EMPLOYMENT

The Santa Cruz COE and the CSEA hereby agree to the following changes to Article 17 Layoff and Reemployment in alignment with changes to Education Code 45117.

- 17.1 Layoff shall occur only for a lack of work or lack of funds as determined by the County Superintendent.
- 17.2 Layoff shall be affected within a class. The order of layoff shall be determined by length of service within the class, plus higher classes. The employee who has been employed the shortest time in the class, plus higher classes shall be laid off first.
  - 17.2.1 For all employees "Length of Service" is calculated on date of hire.
  - 17.2.2 If two (2) or more employees subject to layoff have equal class seniority, then the determination shall be made by lottery.
- 17.3 Notice of Layoff
  - 17.3.1 CSEA shall be given written notice of layoff(s) no later than February 15. Affected employees shall be given written notice of layoff no later than March 15.
  - 17.3.2 When, as the result of the expiration of special funding and classified positions are to be eliminated and employees are to be laid off, affected employees shall be given written notice no less than sixty (60) days prior to the effective date of the layoff.

An employee who is placed on the 39 month re-employment list and who is subsequently re-employed in a new position in a classification not previously held retains the right to be returned to the re-employment list if they fail to complete the probationary period in the new position.
  - 17.3.3 If the termination date of the project is other than June 30, such written notice shall be given not less than sixty (60) days prior to the effective date of their layoff.
  - 17.3.4 In the event of an actual and existing financial inability to pay salaries of employees or a lack of work resulting from causes not foreseeable or preventable by the County Superintendent, employees may be laid off without the advance written notice provided for in subsection 17.3.1, 17.3.2, and 17.3.3.
  - 17.3.5 An employee who is placed on the 39 month re-employment list and who is subsequently re-employed in a new position in a classification not previously held retains the right to be returned to the re-employment list if they fail to complete the probationary period in the new position.

#### 17.4 Reduction in hours in Lieu of Layoff

Any involuntary reduction in regularly assigned time shall be considered a layoff requiring satisfaction of all notice requirements and giving the affected employees all of their reemployment rights. Any employee may voluntarily request, at the discretion of the County Superintendent, a reduction in their assigned time for a period not to exceed one (1) year. Any proposed reduction in the regular assigned hours of a position shall not take effect until the Association has been notified and given the opportunity to respond.

Further, any voluntary reduction in assigned time shall not affect the hours assigned to that position.

17.4.1 The County Office agrees that it will not contract out or transfer bargaining unit work which has been customarily and routinely performed by employees which would displace or reduce the work hours of unit members. County Office agrees not to contract out for services in classifications where employees have been laid off. If it becomes necessary to contract out work, County Office agrees to negotiate the decision and/or effect of such contracting out.

17.5 A permanent employee who is laid off from a class and who has previous regular service in an equal or lower class shall have the right to bump an employee with less seniority in that lower class. Seniority shall include the total of the previous service in the equal or lower class plus service in the class from which layoff occurs and in higher classes.

17.6 Laid off persons are eligible for reemployment in the class from which they were laid off for a period of thirty-nine (39) months and shall be reemployed in the reverse order of layoff. Employee notification of rehire rights shall be made by registered mail. In addition, employees who suffer layoff shall have the right to apply for promotional positions for a period of thirty-nine (39) months following layoff. Notice of promotional opportunities shall be mailed to all employees who have suffered layoff.

17.7 Employees who take voluntary demotions or voluntary reductions in assigned time in lieu of layoff and remain employed by the County Superintendent shall be, at the employee's option, returned to a position in their former class or to positions with increased assigned time as vacancies become available, and with no time limit, except that they shall be ranked in accordance with their seniority on any valid reemployment list.

17.8 If a temporary position becomes available within the thirty nine (39) month rehire period, the employee who was laid off will be notified of the temporary work if it is within their job family. The laid off employee will be given the opportunity to test and interview for the position. Final authority for all temporary employment shall rest with the County Superintendent and hiring division.

17.9 Retirement in Lieu of Layoff

17.9.1 Any employee, otherwise qualified, may elect to accept a service retirement in lieu of layoff, voluntary demotion, or reduction in assigned time. Such employee shall within ten (10) working days prior to the effective date of the proposed layoff complete and submit a form provided by the County Superintendent for this purpose.

17.9.2 The employee shall then be placed on a thirty-nine (39) month reemployment list in accordance with Section 17.6 of this Article; however, the employee shall not be eligible for reemployment during such other period of time as may be specified by pertinent Government Code Sections.

17.9.3 The County Superintendent agrees that when an offer of reemployment is made to an eligible person retired under this Article, and the County Superintendent receives within ten (10) working days a written acceptance of the offer, the position shall not be filled by any other person, and the retired person shall be allowed sufficient time to terminate their retired status.

17.9.4 An employee subject to this Section who retires and is eligible for reemployment and who declines an offer of reemployment equal to that from which laid off shall be deemed to be permanently retired.

- 17.10 The County Superintendent shall establish, effective July 1, 1980, a classified seniority roster indicating class seniority and hire date seniority. An effort shall be made to construct such a roster reflecting earlier service.
- 17.11 Any employee who is laid off and is subsequently eligible for reemployment shall be notified in writing by the County Superintendent of an opening. Such notice shall be sent by U.S. Mail to the last address given the County Superintendent by the employee, and a copy shall be sent to the Association by the County Superintendent, which shall acquit the County Superintendent of its notification responsibility.
- 17.12 An employee shall notify in writing the County Superintendent of their intent to accept or refuse reemployment within ten (10) working days following receipt of the reemployment notice. If the employee accepts reemployment, the employee must report to work within thirty (30) working days following receipt of the reemployment notice. An employee given notice of reemployment need not accept the reemployment to maintain the employee's eligibility on the reemployment list, provided the employee notifies the County Superintendent of refusal of reemployment within ten (10) working days from receipt of the reemployment notice.
- 17.13 Any employee who is improperly laid off shall be reemployed immediately.

## ARTICLE 18

### SAFETY

In order to assure that health or safety hazards are dealt with on a timely basis, the following procedure shall be used:

- 18.1 The employer shall prepare and post rules for employee safety and the prevention of on- the- job accidents. Such rules shall provide regulations and precautions for the safety of employees in the performance of their duties.
- 18.2 All employees shall strive to maintain safe and sanitary conditions in their work areas of responsibility. Employees shall be provided with safety training when appropriate to their duties.
- 18.3 Should the employment duties of an employee in the bargaining unit reasonably require use of any equipment or gear to ensure the safety of the employee or others, the County Office agrees to furnish such equipment or gear, or to reimburse the employee for the full cost of procuring such items.
- 18.4 CSEA shall name classified employees equal to the number appointed by other employee units as safety representatives. The names of these representatives will be forwarded to the Safety Officer for the COE and will serve on the Safety Committee. The committee may make recommendations to the County Superintendent of Schools in the area of safety. CSEA may designate site representatives who may accompany the Cal OSHA investigator onsite inspection tours. Immediate supervisor must be notified when the inspection tour will commence. Employer must pay the CSEA site representative for the time spent on the inspection tour.
  - 18.4.1 The Association will receive a copy of any OSHA reports made about any of the facilities where members of the bargaining unit work. Such reports shall be provided to the CSEA Chapter President within five (5) business days of receipt by the County Office.
- 18.5 A unit member shall report to the immediate supervisor any condition that they believes to endanger their health or safety. Such report shall be in writing, or shall be presented verbally followed as soon as practicable by a written report. The supervisor shall take responsive, reasonable, and appropriate action and shall so inform the employee in writing.
- 18.6 If the immediate supervisor is unable to eliminate the hazard, said supervisor shall refer the matter to the site supervisor.
- 18.7 If the site supervisor is unable to eliminate the hazard, the matter shall then be referred to the COE Business Manager, who has been designated by the County Superintendent as the Safety Officer. If the Safety Officer determines that a unit member may need to be temporarily relocated to an alternate work location pending further investigation, said member shall be relocated until the hazard has been corrected or the workspace has been deemed safe.
- 18.8 The Santa Cruz COE shall strive to provide a work place free from violence and/or assault.
  - 18.8.1 Any case of assault shall be promptly reported to the employee's immediate supervisor. The supervisor shall immediately take action appropriate to the incident.
  - 18.8.2 The employee shall file a written report of the incident and shall be provided release time to prepare the report. In the event that disciplinary and/or legal action is necessary, the employee agrees to participate, as necessary, in said action.

- 18.8.3 No employee shall be subjected to disciplinary action for reporting health or safety or acts of violence as outlined above.
- 18.9 Any case of assault shall be promptly reported to the employee's immediate supervisor. The supervisor shall immediately take action appropriate to the incident.
- 18.10 The employee shall file a written report of the incident and shall be provided release time to prepare the report. In the event that disciplinary and/or legal action is necessary, the employee agrees to participate, as necessary, in said action.
- 18.11 No employee shall be subjected to disciplinary action for reporting health or safety hazards or acts of violence as outlined above.

## ARTICLE 19

### PROCEDURES FOR GRIEVANCES

#### 19.1 Definitions

- 19.1.1 A "grievance" is an allegation that the grievant has been directly affected by a misinterpretation, misapplication, or violation of a specific provision(s) of this Agreement.
- 19.1.2 A "grievant" is the Association or an employee of the County Superintendent covered by the terms of this Agreement with an alleged grievance.
- 19.1.3 A "day" is defined to mean any day in which the main office of the County Superintendent is open for business.
- 19.1.4 Receipt shall mean that all documents and correspondence shall include written acknowledgment of receipt (signature page or proof of service) by the grievant and/or representative for the County Superintendent at each of the Formal Levels.

#### 19.2 Informal Level

Before filing a formal grievance, the grievant shall attempt to resolve the grievance by scheduling an informal conference with the immediate supervisor. The grievant must identify it as an informal grievance conference, and specify the remedy sought. The grievant must initiate this informal process within fifteen (15) days after the grievant knew, or by reasonable diligence would have known, of the act or omission giving rise to the grievance. Within fifteen (15) days of the informal conference, the supervisor shall give an answer, in writing, to the grievant.

Upon receipt of the written response, if the issue is not resolved, the grievant may proceed to the formal level. Failure to file a formal grievance within the fifteen (15) day period following receipt of the informal conference response or the failure of the supervisor to respond shall be deemed an acceptance of the remedy at the informal level.

If the response indicates that the immediate supervisor has determined they do not have the authority to resolve the grievance at their level, the grievant may, within fifteen (15) days, submit the formal grievance to the Assistant Superintendent (Step III) with a copy to the immediate supervisor.

#### 19.3 Formal Level

##### 19.3.1 Step I

- 19.3.1.1 In the event the grievant is not satisfied with the response or receives no response at the informal level within fifteen (15) days, the grievant may initiate the formal review process by submitting the grievance to the immediate supervisor in writing on the grievance form prescribed by the County Superintendent (Appendix F).
- 19.3.1.2 This statement shall be a clear, concise statement of the grievance, the specific section of this Agreement allegedly violated, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.
- 19.3.1.3 The immediate supervisor shall communicate a decision in writing within



fifteen (15) days after receiving the grievance. If the supervisor fails to respond within the prescribed period of time, the grievant has an additional fifteen (15) day period in which to proceed to Step II of the grievance process by submitting a grievance form (Appendix F) in accordance with Step II process.

- 19.3.1.4 Failure by a grievant to appeal a decision within the fifteen (15) day period following receipt of a proposed decision shall be deemed acceptance of the decision.

#### 19.3.2 Step II

- 19.3.2.1 In the event the grievant is not satisfied with the decision or receives no response at Step I, the grievant has 15 days to appeal the decision to the next immediate supervisor by submitting an updated grievance form (Appendix F).
- 19.3.2.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear concise statement of the reasons for appeal.
- 19.3.2.3 The next immediate supervisor shall communicate a decision, in writing, to the grievant within fifteen (15) days after receiving the appeal. If the grievant is not satisfied or no response is received, the grievant has an additional fifteen (15) day period in which to appeal to the next step of the grievance process by submitting an updated grievance form (Appendix F) to the next immediate supervisor.
- 19.3.2.4 Failure by a grievant to appeal a decision within the fifteen (15) day period following receipt of a proposed decision shall be deemed acceptance of the decision.
- 19.3.2.5 In the event that the Grievant's immediate supervisor in Step II is the Assistant Superintendent, Step III below is to be by-passed, and the grievant may immediately proceed to Step IV of this procedure.

#### 19.3.3 Step III

- 19.3.3.1 In the event the grievant is not satisfied with the decision or no response is received at Step II, the grievant may appeal the decision by submitting an updated grievance form (Appendix F) to the Assistant Superintendent or Superintendent's designee.
- 19.3.3.2 This statement shall include a copy of the original grievance and appeal, the decisions rendered and a clear concise statement of the reasons for appeal.
- 19.3.3.3 The Assistant Superintendent, or Superintendent's designee, shall communicate their decision, in writing, to the grievant within fifteen (15) days after receiving the appeal. If the grievant is not satisfied, or there is no response, the grievant has an additional fifteen (15) day period in which to proceed to the next step of the grievance process.
- 19.3.3.4 Failure by a grievant to appeal a decision within the fifteen (15) day

period following receipt of a decision shall be deemed acceptance of the decision.

19.3.4 Step IV

- 19.3.4.1 In the event the grievant is not satisfied with the decision at Step III, or no response is received, the grievant may make written appeal of the decision to the County Superintendent within fifteen (15) days after receiving a decision from Step III. The appeal shall take the form of a request calling for the convening of an informal fact-finding committee, hereafter "committee", and shall include a clear, concise statement of the reasons for the appeal.
- 19.3.4.2 The committee shall be composed of one (1) person of the employee's choice, one (1) person of the County Superintendent's choice, and one (1) person chosen by these two (2) selected members.
- 19.3.4.3 The selection process shall be completed by both parties within fifteen (15) days following the receipt of the appeal by the County Superintendent.
- 19.3.4.4 The expenses attendant to the selection of committee members and the payment of any and all fees charged by committee members shall be borne and paid for by the appointing party.
- 19.3.4.5 The committee, within fifteen (15) days of its formation, shall meet and consider the original grievance, the decisions rendered, and the statement of the reasons for the appeal. It may also receive evidence and testimony from the grievant, administration or other persons with knowledge related to the grievance. The committee shall reach a majority position as to the facts of the grievance and recommend terms of settlement. Such recommendations, which shall be advisory only, shall be submitted in writing to the County Superintendent and to the grievant.
- 19.3.4.6 The committee shall have no authority to add to, delete, or alter any provisions of this Agreement, but shall limit their recommended settlement to the application and interpretation of this Agreement's provisions.
- 19.3.4.7 Within fifteen (15) days following receipt of the committee's report, the County Superintendent shall review the record, including all findings, conclusions and recommendations, to conduct their own hearing or investigation of the appeal, and render a final binding decision on the grievance. This does not abrogate a Grievant's right to initiate a judicial review of the proceedings when a final decision has been made.

19.4 Miscellaneous

- 19.4.1 Response: If the County Superintendent or their designee fails to respond to a grievance within the time limits specified for that step, the grievant shall have the right to appeal to the next step.
- 19.4.2 Conference: Grievant shall have the right to a conference, upon request, at each step.

- 19.4.3 Records: All records of the proceedings shall be retained by the Deputy Superintendent in a separate secured grievance file.
- 19.4.4 Reprisals: No reprisals shall be taken by or against any participant in a grievance procedure by reason of such participation.
- 19.4.5 Representation: Each party may be represented by a conferee at each formal stage of the grievance procedure. Grievant may select a conferee of their choice, which may or may not be a Job Representative designated by the Association.
- 19.4.6 Release Time: If the grievant requests that the Job Representative designated by the Association serve as their conferee, the Job Representative shall be permitted to leave their normal work area, subject to the approval as to scheduling of the Job Representative's immediate supervisor, for reasonable periods of time in order to assist in investigation, preparation, writing, presentation and resolution of grievances. Whenever possible, this shall occur during periods other than scheduled contact time with students.
- 19.4.7 Pay: A grievant required to appear at a grievance conference with the County Superintendent by reason of these procedures shall not suffer any loss of pay. All first through fourth step grievance processing at the formal level, including any or all conferences, shall only occur during periods other than scheduled contact time with students.
- 19.4.8 Extension of Time: Either party may request, in writing, a specific extension of any of the timelines.
- 19.4.9 Time Limitations: Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.
- 19.4.10 Forms: Forms for filing and processing grievances shall be prepared by the administration with the cost being borne by the County Superintendent.
- 19.4.11 Grievance Without Intervention: An employee may present and have resolved a grievance without the intervention of the Association as long as the adjustment is not inconsistent with the terms of this Agreement; provided that the County Superintendent shall not agree to a resolution of the grievance until the Chapter President has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.

## ARTICLE 20

### HEALTH AND WELFARE BENEFITS ADVISORY COMMITTEE

- 20.1 A Health and Welfare Benefits Advisory Committee shall be established to review cost containment proposals relating to health and welfare benefits and provide advice to the Superintendent.
- 20.2 The Committee shall consist of two (2) members each selected by CSEA and County Superintendent.
- 20.3 The Committee will be allowed release time up to a maximum of five (5) days per person per fiscal year to observe and/or attend pertinent workshops and meetings or to visit districts in order to adequately study proposals that could provide cost savings for the County Superintendent. Should the County Superintendent charge the Committee with conducting specific research, additional release days may be provided.
- 20.4 Any advice made by the Committee to the County Superintendent shall be timely for the negotiation process.

## ARTICLE 21

### PROFESSIONAL GROWTH

The purpose of this program is to provide incentive for unit members to enhance their current job performance and increase opportunities for career advancement in their current occupational areas and related promotional opportunities through in-service training and activities. Professional growth may be achieved through participation and completion in any activities such as:

1. College and adult education courses (live or online)
2. Institute learning programs
3. Conferences and workshops by Santa Cruz COE, city, county, or other outside organizations (live or online).
4. Holding an elective office in the Association or a related professional organization
5. Santa Cruz COE, county or city sponsored classes
6. Volunteer opportunities that are related to current role or serves a similar population as those to whom Santa Cruz COE provides services (see 21.2.6.).
7. Presenting as a primary or co-presenter at local, regional, state, or national workshops or conferences. This may include in-service trainings, guest lectures, webinar presentations, etc. on topics related to current job position and/or to related professionals (see 21.2.7.).

#### 21.1 Professional Growth Increment

- 21.1.1 A professional growth increment may be earned by accruing ten (10) semester units or the equivalent. Accrual may result through successfully completing college or adult education classes, attendance at institute lectures, workshops, seminars, conferences or county-offered classes; or by holding an elective office in the Association or a related professional organization. Online coursework and other virtual learning platforms may be considered valid when there is adequate documentation of registration and participation/completion.
- 21.1.2 All units must be job related within job classification, job family, association office, or promotional opportunity.

#### 21.2 Credit

- 21.2.1 Credit for graded college level courses or adult education courses shall be granted on a one-to-one basis. A grade of 'C' or better, or Pass on a Pass/Fail course, must be earned to receive credit for the course.
- 21.2.2 Credit for non-graded college or adult education level courses shall be granted on the basis of one (1) unit for fifteen (15) hours of class time. Credit for online learning content will be rounded to the nearest quarter hour if provided in minutes.
- 21.2.3 When applying for professional growth credit for activity during a regularly scheduled work period, an employee must verify approved unpaid leave prior to participation in the professional development. For the purpose of this article unpaid leave is defined as a non-workday, holiday, vacation or compensatory time off. No unit of credit will be granted for the same professional activity for which the employee has previously

received a unit unless recommended by the instructor. In no event shall units be created for a repeat course more than three (3) times.

- 21.2.4 Credit for holding elective office in the Association or serving as the professional growth chairperson will be at the rate of one and one-half (1 1/2) units for a full year of service. This may include any related local, county-wide, regional, state, or national organization.
- 21.2.5 An increment of two hundred and fifty dollars (\$250) shall be paid for accrued units per Article 21.1.1, earned to a maximum of seven (7) increments. Increments shall be permanent and shall be paid in addition to any step, across-the-board, or promotional increase.
- 21.2.6 Credit for volunteer opportunities should be related to current job classification/profession, or could be an opportunity that serves a population that is otherwise served by the COE, such as those in transitional housing, those with special needs, high-risk youth, migrant families, etc. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the Santa Cruz COE. Service hours will be credited one (1) unit for thirty (30) hours of volunteer time.
- 21.2.7 Credit for presenting as a primary or co-presenter at conferences, workshops, or other in-service trainings, or as a guest lecturer at local, regional, state, or national presentations. May include live or recorded webinar or virtual presentations. Time spent on preparation will not be included as credited hours. One-time presentation per course, title, or topic. Credit will be at the rate of one (1) hour of presentation time.
- 21.2.8 When applying for professional growth credit for activity during a regularly scheduled work period, an employee must verify approved unpaid leave prior to participation in the professional development. For the purpose of this article, unpaid leave is defined as a non-workday, holiday, vacation or compensatory time off. No unit of credit will be granted for the same professional activity for which the employee has previously received a unit unless recommended by the instructor. In no event shall units be created for a repeat course more than three (3) times.

### 21.3 Criteria for Point Credit

The committee may allow credit for professional growth learning opportunities in keeping with the following criteria:

- 21.3.1 Credit will be authorized only when the expenses involved in the professional growth activity are paid by the employee unless an exception is granted by the County Superintendent.
- 21.3.2 Professional growth opportunities leading to improvement of skills and/or knowledge contained in the job classification. Learning opportunities shall be specific to the current assignment or promotional opportunity, e.g. music for the elementary classroom, psychology of student learners, and physical fitness in the pre-kindergarten-post-secondary classroom. Unit credit will only be creditable when consistent with the requirements of the first paragraph of this Article.
- 21.3.3 Job improvement classes and/or experiences which lead to gaining more skills enabling an employee to function more effectively (i.e. human relations, Spanish, communications, computers, etc. within job classification, job family, Association office, or promotional opportunity).

21.3.4 Promotional classes and/or experiences to ready the employee for advancement.

21.3.4.1 If an employee is working towards a promotional opportunity that requires a college degree or a certificate from a training facility, the employee will be required to turn in a comprehensive list from the educational entity that shows all of the courses required for the degree or certificate for consideration of eligibility for job related hours or units.

21.3.4.2 Employees interested in pursuing education that may lead to a new career path outside of their job classification, but within the purview of the mission of the Santa Cruz COE and the population the agency serves, may also be considered.

21.3.4.3 Course “challenges” will not be given credit by the committee.

21.3.4.4 In the event the committee does not allow credit under this paragraph, the committee shall notify the candidate of the action in writing. When denied professional growth credit by the committee, an employee may appeal and provide to the committee (a) reference to the Article and section(s) invoked for creditable training and, (b) a detailed description how the class or training provides a substantive impact the employees’ current or promotional position. A maximum of one (1) appeal will be allowed per professional growth submission

#### 21.4 Participation Procedure

21.4.1 Participation is limited to employees who are probationary, permanent, or part-time, working three (3) hours or more per day for the school year (185 days) or 220+ days for other positions and classifications.

21.4.2 The Professional Growth Application, which can be obtained from the Human Resources web page, may be submitted to the Committee chairperson in person, through regular mail, or by email. If returned by regular mail, an email to the Chairperson confirming that the application was mailed is required. The application must be submitted within thirty (30) working days after completion of any professional growth activity. The committee will review the application and respond in writing to the applicant within ten (10) working days of the Professional Growth Committee meeting immediately following submission of the application.

21.4.3 An employee must submit a Professional Growth Application to the Professional Growth Committee Chairperson for approval by the last working day of May. Coursework taken after May 31 can be submitted and will be applied to the current fiscal year as long as the application and verification deadlines are met. A verification of satisfactory completion of all activities must be presented to the committee chairperson by June 30 of each year. Upon completion of a course or training, the employee will submit verification of completion, and for grade coursework verification of passing grade ( i.e. transcripts, course certification, time sheet, course schedule, grade verification), to the Professional Growth Committee Chairperson.

21.4.4 Credit will be recommended by the committee based upon official evidence of the successful completion of the professional growth activity.

21.4.5 Award of the increment shall become effective on July 1st, if recommended by the committee.

21.4.6 Only one (1) increment can be earned each year.

21.4.7 A maximum of seven (7) increments may be earned during the term of employment.

## 21.5 Increments

21.5.1 A verification of satisfactory completion of all activities must be presented to the committee chairperson by June 30th of the year in which the increment is earned. The committee chairperson will present to the County Superintendent or their designee(s) a listing of all candidates eligible for an increment during the first week of July.

21.5.2 Increments shall be paid on a monthly basis with regular pay to be reflected in the payroll starting no later than September 30th of any given year. A unit member is entitled to receive payment for an increment in the year in which it is earned and approved. Initial payment for an earned increment shall be awarded in a lump sum no later than September 30th subsequent to the increment being approved. In all subsequent years, payments for all accrued increments shall be paid on a monthly basis.

21.5.3 In order to receive payment for an increment, the individual must be an employee at the time the increment is earned, and the entire length of time the class is taken. If an individual is subsequently reemployed by the COE, previously earned increments and accrued coursework shall be restored upon their return if length of time away from the COE was less than five (5) years.

### 21.5.4 Upon Separation of Employment

21.5.4.1 If an employee separates from employment (resigns, retires, lay-off, etc.) from the COE prior to the end of the fiscal year (June 30th), any professional growth increments previously awarded will be prorated over twelve (12) months. The employee will be paid at the monthly prorated amount from July to the date of separation. Any time worked in the month of separation counts for full prorated payment for that month.

21.5.4.2 If an employee separates from employment (resigns, retires, layoff, etc.) from the COE prior to the end of the fiscal year (June 30th), the employee will be paid out for the previous years' increments upon separation.

## 21.6 Professional Growth Committee

21.6.1 The Professional Growth Committee shall comprise:

21.6.1.1 The County Superintendent or their designee as an ex-officio member;

21.6.1.2 A management representative from the Student and/or Educational Services Division;

21.6.1.3 A management representative from the Business Services Division;

21.6.1.4 The Director of the Human Resource Department;

21.6.1.5 One (1) representative selected by the Unit from each of the six (6) major classifications of classified personnel: (1) clerical/secretary; (2) business; (3) maintenance, operations; or transportation; (4) audio- visual, technology; (5) instructional aides; (6) other support staff. Each representative shall have an alternate.



- 21.6.2 The Professional Growth Committee members shall elect from their number a chairperson from the Association.
- 21.6.3 A quorum will consist of six (6) voting members with a minimum of two (2) members representing management and two (2) members representing the employees being required for the quorum. A minimum of five (5) members is required to convene . Unit members of the committee may submit requests for professional growth, but are denied the opportunity to advocate for their submission and are required to abstain from the voting process. The committee may ask the member questions about their submission and the member may respond to any questions asked.
- 21.6.4 The Human Resources Department shall maintain in each participating employee's personnel file a copy of the completed Professional Growth application. The chairperson will keep the original application and all verification(s) in each participating employee's Professional Growth Program file.
- 21.6.5 Participating employees shall be notified by the first week of August if a Professional Growth increment has been awarded and of any remaining units/hours to be carried forward to the following year.
- 21.6.6 Whenever possible all CSEA and Santa Cruz COE appointments shall be for a period of three (3) years with staggered terms to ensure that at least one (1) experienced CSEA and Santa Cruz COE member remain on the committee at all times. This provision will not exclude reappointments by the appointing authority.

## ARTICLE 22

### FLEX TIME

- 22.1 Flex-time is defined as an alternative work arrangement wherein employees may choose their arrival and departure time and vary the length of their lunch break (lunch break shall be no less than one-half (1/2) hour). The employer recognizes and accepts the concept of flex-time for implementation as appropriate within those job classifications represented by the Union. Supervisors are encouraged to make flex-time available to employees to both meet the employee's needs, as well as addressing the issue of traffic congestion.
- 22.2 Flex-time shall be available to both probationary and permanent classified unit members. A request for flex-time may be made at any time.
- 22.3 The structure of the work week shall be mutually agreed upon by the unit member and the member's supervisor and approved by the appropriate Assistant Superintendent or Divisional Director. All original requests for flex-time shall receive a written response, either approval or denial, within ten (10) working days. If denied, the requesting employee will have ten (10) working days to appeal in writing to the Superintendent or designee. The written response to the appeal shall be provided within ten (10) working days and a copy provided to the CSEA Chapter President.
- 22.4 Flex-time will not be available if the hours chosen adversely affect the operation of the Santa Cruz COE. If it is determined that a flex-time arrangement interferes with the operation of a program, the employer shall modify or terminate the arrangement with fifteen (15) working days written notification to the employee.
- 22.5 Application of this Article shall not violate any provisions of the Education Code or the Fair Labor Standards Act and no unit member will be denied any benefit contained elsewhere within this agreement.
- 22.6 Current flex-time agreements will remain in effect subject to the provisions regarding modification/termination contained in paragraph 22.4 above.

## ARTICLE 23

### COMPENSATION FOR TRAINING

- 23.1. Any employee who, in order to continue employment in their current position, is required to attend training sessions, shall be paid at their regular rate of pay and shall receive all benefits to which they are entitled.
  - 23.1.1 For 10-month employees hired after the commencement of the school calendar year, training hours mandated by a department (i.e. staff development hours) shall be prorated by month of hire. Prorated hours will be determined by date of hire, FTE status, and divided by 10 months through the end of the contractual calendar year or as determined by the department and payroll. Training modules assigned by the County Office that are required for employment (e.g. Mandated Reporter Training, Sexual Harassment Prevention, etc.) will still be required regardless of prorated changes based on their hire date.
- 23.2. When a specialized (i.e., non-regular) driver's license is a part of the job description, upon prior approval of the County Office, the cost of the license, school seminars and transportation shall be paid by the County Office.

## ARTICLE 24

### COMPLETION OF AGREEMENT

- 24.1 This document comprises the entire Agreement between the parties as to all those matters within the lawful scope of negotiations. It is understood that any or all Articles of this Agreement may be reopened during the initial year of the term as defined in Article 2. It is further understood that for a multi-year term, in all years subsequent to the initial year, negotiations may be reopened for the purpose of negotiating Article 11, Pay and Allowances, Article 12, Health and Welfare Benefits and a maximum of two (2) additional Articles per party. Both parties agree to notify the other party to this Agreement in writing, of its request to modify or amend Articles of this Agreement.
- 24.2 During the term of this Agreement, both parties expressly waive and relinquish the right to meet and negotiate and agree that neither party shall be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not, even though such subject or matters may not have been within the knowledge or contemplation of the parties to this Agreement, and even though such subjects or matters were proposed and later withdrawn. This does not preclude negotiations related to a change in State law brought about by administrative or judicial finding or change in statute directly affecting this Agreement.

## **ARTICLE 25**

### **COMMITMENT TO AGREEMENT**

- 25.1 It is the intent of the parties that during the term of the Agreement the members of the Unit shall faithfully and diligently perform all of the duties normally associated with the positions.
- 25.2 In the event that members of the Unit take any steps in violation of the provisions of this section, the Association shall make every effort to prevent such activities and to induce the employees to comply with the terms of this Agreement.
- 25.3 In the event of violation of this section, the County Superintendent may terminate any right granted by this Agreement or by other provisions.

## ARTICLE 26

### SAVINGS

If any provision of this Agreement or any application thereof to any employee is held by a court of competent jurisdiction to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

IN WITNESS WHEREOF, this Agreement has been ratified and accepted on the date below, as indicated by its execution by the duly authorized representatives of each party, hereto.

---

Rory Bruce, President  
CSEA Chapter #484

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Dr. Faris Sabbah, Superintendent  
Santa Cruz County Office of Education

Date CSEA Ratified: October 29, 2015

## APPENDIX A



### Santa Cruz County Office of Education 2024-2025 Classified Personnel Titles and Range Numbers

CLASSIFICATION TITLE	RANGE
<b>FAMILY: ADMINISTRATION SUPPORT</b>	
Executive Assistant	32
Executive Assistant, SELPA/MIS Technician	32
Department Office Coordinator	31
Senior Administrative Assistant	27
Administrative Assistant	23
Interpreter/Translator	23
Assistant	20
Receptionist II	16
Receptionist	14
Clerical Assistant	12
<b>FAMILY: INSTRUCTIONAL SUPPORT</b>	
Behavior Modification Technician	40
Program Coordinator, Outdoor Education	39
Student Leadership and Engagement Coordinator	35
Program Assistant, Outdoor Education	31
Foster/Homeless Youth Educational Liaison	30
Guidance Counselor Technician II	30
Alternative Media Specialist, Visually Impaired	27
Senior Instructional Aide, Autism Support	27
Senior Instructional Aide, Court and Community Schools	27
Senior Instructional Aide, Juvenile Hall	27
Senior Instructional Aide, Moderate/Severe	27
Work Experience Specialist	27
Instructional Aide, Alternative Education	23
Instructional Aide, Autism Support	23
Instructional Aide, Moderate/Severe	23
Guidance Counselor Technician I	21
Campus Supervisor	21
Alternative Media Assistant, Visually Impaired	20
<b>FAMILY: MAINTENANCE</b>	
Maintenance Specialist	30
Maintenance Custodian	20
<b>FAMILY: PROFESSIONAL SERVICES</b>	
Behavioral Analyst	54
Occupational Therapist	54
Therapist/Physically Disabled	54



**Santa Cruz County Office of Education**  
**2024-2025 Classified Personnel Titles and Range Numbers**

<b>CLASSIFICATION TITLE</b>	<b>RANGE</b>
<b>FAMILY: PROGRAM AND FINANCIAL SUPPORT</b>	
Educator Recruitment, Retention, and Effectiveness Organizer	47
Project Coordinator, MEDI-CAL	45
Senior Community Organizer, Student Support Services	42
Senior Financial Analyst	42
Financial Analyst	39
Community Organizer	39
Community Organizer, Child Development Programs	39
Fiscal Accountant	35
Project Coordinator	35
Project Coordinator, Child Development Programs	35
Senior Credentials Analyst	35
Senior Account Specialist, Benefits	35
Senior Account Specialist, Retirement Reporting	35
Senior Account Specialist, Revenue and Apportionment	35
Account Specialist IV	33
Credentials Analyst	32
Student Data Specialist II, Alternative Education	32
Student Data Specialist II, Special Education	32
Project Specialist	30
Project Specialist, Child Development Programs	30
Assessment, Data, and Technology Specialist (Alternative Education)	29
Human Resources/Credentials Technician	28
Account Specialist III	27
Human Resources Technician	25
Resource and Referral Technician, Child Development Programs, Level II	24
Human Resources Assistant III	23
Student Data Specialist	23
Account Specialist II	21
Human Resources Assistant II	19
Resource and Referral Technician, Child Development Programs, Level I	17
Human Resources Assistant	16
<b>FAMILY: TECHNOLOGY SUPPORT</b>	
Network and Systems Architect	53
Systems Engineer	43
Technology Infrastructure Analyst	41
Senior Systems Support Liaison	42
Network Support Specialist	38
Systems Support Liaison	38
Student Data Coordinator (CALPADS and SIS)	37
Technology Support Technician	33
Web Technician and Digital Media Producer	31



## APPENDIX B



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

### Santa Cruz County Office of Education Dr. Faris Sabbabh, Superintendent 2024-2025 Hourly Classified Salary Schedule Effective 7/1/2024

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
8	\$17.90	\$18.71	\$19.55	\$20.49	\$21.44	\$22.40
10	\$18.71	\$19.55	\$20.49	\$21.44	\$22.40	\$23.47
11	\$19.14	\$20.00	\$20.92	\$21.91	\$22.94	\$24.00
12	\$19.55	\$20.49	\$21.44	\$22.40	\$23.47	\$24.59
13	\$20.00	\$20.92	\$21.91	\$22.94	\$24.00	\$25.15
14	\$20.49	\$21.44	\$22.40	\$23.47	\$24.59	\$25.70
15	\$20.92	\$21.91	\$22.94	\$24.00	\$25.15	\$26.36
16	\$21.44	\$22.40	\$23.47	\$24.59	\$25.70	\$26.97
17	\$21.91	\$22.94	\$24.00	\$25.15	\$26.36	\$27.58
18	\$22.40	\$23.47	\$24.59	\$25.70	\$26.97	\$28.21
19	\$22.94	\$24.00	\$25.15	\$26.36	\$27.58	\$28.89
20	\$23.47	\$24.59	\$25.70	\$26.97	\$28.21	\$29.57
21	\$24.00	\$25.15	\$26.36	\$27.58	\$28.89	\$30.25
22	\$24.59	\$25.70	\$26.97	\$28.21	\$29.57	\$30.96
23	\$25.15	\$26.36	\$27.58	\$28.89	\$30.25	\$31.70
24	\$25.70	\$26.97	\$28.21	\$29.57	\$30.96	\$32.46
25	\$26.36	\$27.58	\$28.89	\$30.25	\$31.70	\$33.20
26	\$26.97	\$28.21	\$29.57	\$30.96	\$32.46	\$34.00
27	\$27.58	\$28.89	\$30.25	\$31.70	\$33.20	\$34.84
28	\$28.21	\$29.57	\$30.96	\$32.46	\$34.00	\$35.63
29	\$28.89	\$30.25	\$31.70	\$33.20	\$34.84	\$36.48
30	\$29.57	\$30.96	\$32.46	\$34.00	\$35.63	\$37.34
31	\$30.25	\$31.70	\$33.20	\$34.84	\$36.48	\$38.24
32	\$30.96	\$32.46	\$34.00	\$35.63	\$37.34	\$39.15
33	\$31.70	\$33.20	\$34.84	\$36.48	\$38.24	\$40.09
34	\$32.46	\$34.00	\$35.63	\$37.34	\$39.16	\$41.07
35	\$33.20	\$34.84	\$36.48	\$38.24	\$40.09	\$42.03
36	\$34.00	\$35.63	\$37.34	\$39.16	\$41.07	\$43.02
37	\$34.84	\$36.48	\$38.24	\$40.09	\$42.03	\$44.08
38	\$35.63	\$37.34	\$39.16	\$41.07	\$43.02	\$45.18
39	\$36.48	\$38.24	\$40.09	\$42.03	\$44.08	\$46.22
40	\$37.34	\$39.16	\$41.07	\$43.02	\$45.18	\$47.36
41	\$38.24	\$40.09	\$42.03	\$44.08	\$46.22	\$48.51
42	\$39.16	\$41.07	\$43.02	\$45.18	\$47.36	\$49.69
43	\$40.09	\$42.03	\$44.08	\$46.22	\$48.51	\$50.89
44	\$41.07	\$43.02	\$45.18	\$47.36	\$49.69	\$52.13
45	\$42.03	\$44.08	\$46.22	\$48.51	\$50.89	\$53.41
46	\$43.02	\$45.18	\$47.36	\$49.69	\$52.13	\$54.67
47	\$44.08	\$46.22	\$48.51	\$50.89	\$53.41	\$56.02
48	\$45.18	\$47.36	\$49.69	\$52.13	\$54.67	\$57.36
49	\$46.22	\$48.51	\$50.89	\$53.41	\$56.02	\$58.76
50	\$47.36	\$49.69	\$52.13	\$54.67	\$57.36	\$60.14
51	\$48.51	\$50.89	\$53.41	\$56.02	\$58.76	\$61.58
52	\$49.69	\$52.13	\$54.67	\$57.36	\$60.14	\$63.16
53	\$50.89	\$53.41	\$56.02	\$58.76	\$61.58	\$64.66
54	\$52.13	\$54.67	\$57.36	\$60.14	\$63.16	\$66.31

• Monthly Rate is based on 173.33 hours per month (2,080 hours/year)

• Longevity Awarded After:

6 Years 2.5%      10 Years 5%      15 Years 7.5%      20 Years 10%      25 Years 12.5%      30 Years 15%      35 Years 17.5%

• Unit members will be eligible to receive an annual educational incentive based on degree earned. Annual award amounts are as follows: Associate Degree - \$375, Bachelor's Degree - \$750, Master's Degree - \$1,500, Doctorate Degree - \$1,500, or both a Master's degree and a Doctorate degree - additional \$400. Amounts are pro-rated based on FTE and a maximum of one degree educational incentive will be credited per employee per year.

• Eligible unit members who have completed the Registered Behavior Technician (RBT) Certification process will receive a \$250 annual RBT stipend (pro-rated on FTE). Eligible unit members who have completed the Board Certified Assistant Behavior Analyst (BCaBA) Certification process will receive a \$500 annual BCaBA stipend (pro-rated on FTE) paid monthly in proportion to employee's work year.

• Eligible unit members who have completed the appropriate training may be eligible to receive the following Emergency Medication Administration stipends: Epi-Pen \$500, FDA approved emergency seizure medication (e.g. Dilantin, nasal Valium) \$1,000, and Diabetic medication administration \$1,500 as outlined in Article 11.16 Administration of Emergency Medications of the CSEA bargaining unit contract

• Unit members may be eligible for the following stipends:

Specialized Health Care Procedures - 5%

Shift Differential - 5%

Bilingual/bi-literate - 5%

Bilingual - 2.5%

2% Increase effective 7/1/2024

Superintendent Approved



**Santa Cruz County Office of Education**  
**Dr. Faris Sabbah, Superintendent**  
**2024-2025 Monthly Classified Salary Schedule**  
**Effective 7/1/2024**

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 1 Hourly
8	\$3,102	\$3,245	\$3,389	\$3,551	\$3,716	\$3,882	\$17.90
10	\$3,245	\$3,389	\$3,551	\$3,716	\$3,882	\$4,070	\$18.71
11	\$3,317	\$3,468	\$3,626	\$3,798	\$3,976	\$4,161	\$19.14
12	\$3,389	\$3,551	\$3,716	\$3,882	\$4,070	\$4,263	\$19.55
13	\$3,468	\$3,626	\$3,798	\$3,976	\$4,161	\$4,359	\$20.00
14	\$3,551	\$3,716	\$3,882	\$4,070	\$4,263	\$4,455	\$20.49
15	\$3,626	\$3,798	\$3,976	\$4,161	\$4,359	\$4,569	\$20.92
16	\$3,716	\$3,882	\$4,070	\$4,263	\$4,455	\$4,676	\$21.44
17	\$3,798	\$3,976	\$4,161	\$4,359	\$4,569	\$4,780	\$21.91
18	\$3,882	\$4,070	\$4,263	\$4,455	\$4,676	\$4,890	\$22.40
19	\$3,976	\$4,161	\$4,359	\$4,569	\$4,780	\$5,007	\$22.94
20	\$4,070	\$4,263	\$4,455	\$4,676	\$4,890	\$5,124	\$23.47
21	\$4,161	\$4,359	\$4,569	\$4,780	\$5,007	\$5,243	\$24.00
22	\$4,263	\$4,455	\$4,676	\$4,890	\$5,124	\$5,366	\$24.59
23	\$4,359	\$4,569	\$4,780	\$5,007	\$5,243	\$5,496	\$25.15
24	\$4,455	\$4,676	\$4,890	\$5,124	\$5,366	\$5,624	\$25.70
25	\$4,569	\$4,780	\$5,007	\$5,243	\$5,496	\$5,756	\$26.36
26	\$4,676	\$4,890	\$5,124	\$5,366	\$5,624	\$5,893	\$26.97
27	\$4,780	\$5,007	\$5,243	\$5,496	\$5,756	\$6,039	\$27.58
28	\$4,890	\$5,124	\$5,366	\$5,624	\$5,893	\$6,175	\$28.21
29	\$5,007	\$5,243	\$5,496	\$5,756	\$6,039	\$6,321	\$28.89
30	\$5,124	\$5,366	\$5,624	\$5,893	\$6,175	\$6,473	\$29.57
31	\$5,243	\$5,496	\$5,756	\$6,039	\$6,321	\$6,628	\$30.25
32	\$5,366	\$5,624	\$5,893	\$6,175	\$6,473	\$6,787	\$30.96
33	\$5,496	\$5,756	\$6,039	\$6,321	\$6,628	\$6,949	\$31.70
34	\$5,624	\$5,893	\$6,175	\$6,473	\$6,787	\$7,119	\$32.46
35	\$5,756	\$6,039	\$6,321	\$6,628	\$6,949	\$7,287	\$33.20
36	\$5,893	\$6,175	\$6,473	\$6,787	\$7,119	\$7,459	\$34.00
37	\$6,039	\$6,321	\$6,628	\$6,949	\$7,287	\$7,643	\$34.84
38	\$6,175	\$6,473	\$6,787	\$7,119	\$7,459	\$7,830	\$35.63
39	\$6,321	\$6,628	\$6,949	\$7,287	\$7,643	\$8,010	\$36.48
40	\$6,473	\$6,787	\$7,119	\$7,459	\$7,830	\$8,209	\$37.34
41	\$6,628	\$6,949	\$7,287	\$7,643	\$8,010	\$8,410	\$38.24
42	\$6,787	\$7,119	\$7,459	\$7,830	\$8,209	\$8,612	\$39.16
43	\$6,949	\$7,287	\$7,643	\$8,010	\$8,410	\$8,821	\$40.09
44	\$7,119	\$7,459	\$7,830	\$8,209	\$8,612	\$9,035	\$41.07
45	\$7,287	\$7,643	\$8,010	\$8,410	\$8,821	\$9,257	\$42.03
46	\$7,459	\$7,830	\$8,209	\$8,612	\$9,035	\$9,477	\$43.02
47	\$7,643	\$8,010	\$8,410	\$8,821	\$9,257	\$9,708	\$44.08
48	\$7,830	\$8,209	\$8,612	\$9,035	\$9,477	\$9,942	\$45.18
49	\$8,010	\$8,410	\$8,821	\$9,257	\$9,708	\$10,186	\$46.22
50	\$8,209	\$8,612	\$9,035	\$9,477	\$9,942	\$10,423	\$47.36
51	\$8,410	\$8,821	\$9,257	\$9,708	\$10,186	\$10,674	\$48.51
52	\$8,612	\$9,035	\$9,477	\$9,942	\$10,423	\$10,946	\$49.69
53	\$8,821	\$9,257	\$9,708	\$10,186	\$10,674	\$11,208	\$50.89
54	\$9,035	\$9,477	\$9,942	\$10,423	\$10,946	\$11,492	\$52.13

• Monthly Rate is based on 173.33 hours per month (2,080 hours/year)

• Longevity Awarded After:

6 Years 2.5%      10 Years 5%      15 Years 7.5%      20 Years 10%      25 Years 12.5%      30 Years 15%      35 Years 17.5%

• Unit members will be eligible to receive an annual educational incentive based on degree earned. Annual award amounts are as follows: Associate Degree - \$375, Bachelor's Degree - \$750, Master's Degree - \$1,500, Doctorate Degree - \$1,500, or both a Master's degree and a Doctorate degree - additional \$400. Amounts are pro-rated based on FTE and a maximum of one degree educational incentive will be credited per employee per year.

• Eligible unit members who have completed the Registered Behavior Technician (RBT) Certification process will receive a \$250 annual RBT stipend (pro-rated on FTE). Eligible unit members who have completed the Board Certified Assistant Behavior Analyst (BCaBA) Certification process will receive a \$500 annual BCaBA stipend (pro-rated on FTE) paid monthly in proportion to employee's work year.

• Eligible unit members who have completed the appropriate training may be eligible to receive the following Emergency Medication Administration stipends: Epi-Pen \$500, FDA approved emergency seizure medication (e.g. Dilstat, nasal Valium) \$1,000, and Diabetic medication administration \$1,500 as outlined in Article 11.16 Administration of Emergency Medications of the CSEA bargaining unit contract.

• Unit members may be eligible for the following special compensation:

Specialized Health Care Procedures - 5% (Base Only)      Shift Differential - 5%      Bilingual - 2.5%      Bilingual/bi literate - 5%

• Base Salary: Determined by the employee's step and salary range.

Longevity Pay: Calculated as a percentage of base earnings.

Bilingual/Bi literate Pay: Applied at 2.5% / 5% of the total earnings (base + longevity).

Shift Differential Pay: Applied at 5% of the total earnings (base + longevity + bilingual).

2% Increase effective 7/1/2024

Revised 11/30/2024

Superintendent Approved

*Faris Sabbah*  
12/10/24

## APPENDIX C

### **CSEA Health and Welfare Benefits 2023-2024 Medical Rates**

For 2023-24 (October 1, 2023 through September 30, 2024), the employer shall contribute an amount equal to fund the health plans listed below:

Anthem Blue Cross Premier 20 HMO	\$1,877.76
Delta Dental Service; maximum coverage of two thousand dollars (\$2,000.00) per year per eligible person	\$121.03
Vision Service Plan, Plan C (enhanced)	\$20.81
\$25,000.00 Employee Level Term Life Insurance	\$3.75
American Fidelity Long-Term Disability	.75% per \$100.00 of payroll

Option: Employee may buy up to either of the Anthem Blue Cross PPO Plans. Employer will offer an IRS 125 Plan for premium payments. Employee may also select one (1) of the current lower cost Anthem Blue Cross HMO plans provided by Self Insured Schools of California (SISC).

1. Health plan information updated annually.
2. Employee contribution varies according to the plan chosen by the employee.
3. If the provider is a PPO dentist, maximum coverage is two thousand two hundred dollars (\$2,200.00) per year, per eligible person.
4. Employees will be entitled to the full benefit amount up to age 65. On your 65th birthday but under 70, the amount of Your Basic Life Insurance will be limited to sixty-five percent (65%) of coverage amount. On or after your 70th birthday, the amount of such insurance will be fifty percent (50%) of the coverage amount.

If you are under age 65 on the effective date of your insurance, the amounts of Your Basic Life Insurance on and after age 65 will be sixty five percent (65%) of such insurance in effect on the day before your 65th birthday. On and after your 70th birthday, the amount of such insurance will be fifty percent (50%) the amount of such insurance in effect on the day before your 65th birthday. The appropriate percentage will be effective on March 1st following the attainment of your age.



# APPENDIX D



## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

### 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
Aug.				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Sept.	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
Oct.		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Nov.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec.		2	3	4	5
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

#### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

#### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Feb.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
Apr.					
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
May				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				



# SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

## 2024-2025 Santa Cruz County Office of Education and Cabrillo Post-Senior Program Calendar

2024	M	T	W	TH	F
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Aug.	M	T	W	TH	F
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

Sept.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

Oct.	M	T	W	TH	F
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

Nov.	M	T	W	TH	F
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Dec.	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

### NOTABLE DATES

July 4	Legal Holiday
Aug 1, 2, 5	Staff Development
Aug. 6.	Teacher Work Day
Aug. 7	Orientation Day
Aug. 8	First Day of School
Sept. 2	Labor Day
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 08	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 14	Lincoln's Birthday
Feb. 17	Presidents' Day
Mar. 14.	No School
May 26	Memorial Day
May 29	Last Student Day
June 19	Juneteenth

2025	M	T	W	TH	F
Jan.	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Feb.	M	T	W	TH	F
	3	4	5	6	7
	11	12	13	14	15
	17	18	19	20	21
	24	25	26	27	28

Mar.	M	T	W	TH	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Apr.	M	T	W	TH	F
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

May	M	T	W	TH	F
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

June	M	T	W	TH	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

### LEGEND

Legal Holiday

Orientation Day/Teacher work Day

Breaks

Start/End of the Semester

Sp. Ed Staff Dev. (No School)

Total School Days: 180  
Total Teacher Days: 185

## APPENDIX E

### SANTA CRUZ COUNTY OFFICE OF EDUCATION, CSEA CHAPTER 484

#### GRIEVANCE FORM

Grievant's Name: \_\_\_\_\_ Position/Site: \_\_\_\_\_

Address: \_\_\_\_\_ Home # \_\_\_\_\_ Work # \_\_\_\_\_

Date Grievance Form Filed: \_\_\_\_\_ Presented to: \_\_\_\_\_

Grievance Step per Article 19 (Step I, II, III, IV) (Circle one response) Date: \_\_\_\_\_

Name of immediate Supervisor: \_\_\_\_\_

#### **CONCISE STATEMENT OF GRIEVANCE**

1. Statement of grievance (please indicate names, location, time, etc., if you need additional space, write on the back or attach additional sheets)

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---

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2. Specific Provision(s) of contract violated: \_\_\_\_\_

3. Date(s) of Alleged violation: \_\_\_\_\_

4. Date of Informal Conference \_\_\_\_\_

5. Attendees at Informal Conference \_\_\_\_\_

6. Decision rendered at informal conference (attach written decision): \_\_\_\_\_

---

#### **SPECIFIC REMEDY SOUGHT** (please indicate what you want to be done)

---

---

Signature: \_\_\_\_\_ Date filed: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Attachments: Attach all correspondence**

c: Immediate Supervisor, Assistant Superintendent, Student and Personnel Services, Person Filing Grievance and CSEA



# APPENDIX F



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

## BOARD OF EDUCATION

Mr. Ed Acosta  
Mr. Edward Estrada  
Ms. Sandra Nichols  
Ms. Sue Roth  
Mr. Abel Sanchez  
Mr. Bruce Van Allen  
Ms. Rachel Williams

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • [www.santacruzcoe.org](http://www.santacruzcoe.org)

### Classified Performance Review – Administrative Support Level (Range 0-23)

Employee	Job Classification	Program	Evaluation Period

#### Performance Rating Scale

##### Required Ratings:

1 = Exceeds the Requirements of the Job

2 = Meets the Requirements of the Job

3 = Professional Growth Area to Meet Requirements of Job

4 = Does Not Meet the Requirements of the Job

N = Not a Requirement of the Job

#### Organizational Requirements

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer service
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

#### Interpersonal Skill Requirements

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stress management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

#### Position-Specific Requirements

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record keeping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality of work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizational Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow through
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Problem solving skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Productivity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Operation of equipment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Classified Performance Review – Administrative Support Level (Range 0-23)**

Employee	Job Classification	Program	Evaluation Period
Supervisor	<b>Recognition of Outstanding Performance Areas ("1" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Specific Deficiency Areas ("4" Ratings)</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>An Improvement Plan Form is Required:</b> I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No		
	<b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
	Use additional sheets as necessary		
	<b>Authorizations:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">             Supervisor/Date _____           </div> <div style="width: 45%;">             Co-Evaluator/Date _____           </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">             Program Director/Date _____           </div> <div style="width: 45%;">             Division Supt./Superintendent Designee/Date _____           </div> </div>		
	<b>Classified Performance Review Results</b> <b>Summary Rating (Required):</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Exceeds requirements of the job  <input type="checkbox"/> Meets requirements of the job with Professional Growth areas identified           </div> <div style="width: 45%;"> <input type="checkbox"/> Meets requirements of the job  <input type="checkbox"/> Does not meet requirements of the job           </div> </div> <b>Probationary Employees Only:</b> <input type="checkbox"/> I do <input type="checkbox"/> I do "not" recommend this employee be granted permanent status.		
	Collaborative	<b>Professional Growth Area/s for Personal Development:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
Use additional sheets as necessary.			
Employee	<b>Employee comments:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	This report was discussed with me: <input type="checkbox"/> Yes <input type="checkbox"/> No I understand that my signature does not necessarily indicate agreement		
	Employee/Date _____		
HR Director	<input type="checkbox"/> Annual Review <input type="checkbox"/> Special Review <input type="checkbox"/> Probationary (2 month) <input type="checkbox"/> Probationary (5 month) <input type="checkbox"/> Notice/Unsatisfactory Service <input type="checkbox"/> Notice/Commendation		
	Human Resources Director Signature/Date _____		





**Classified Performance Review – Technical Level (Range 24-54)**

Employee	Job Classification	Program	Evaluation Period

**Performance Rating Scale**

**Required Ratings:**

1 = Exceeds the Requirements of the Job

2 = Meets the Requirements of the Job

3 = Professional Growth Area to Meet Requirements of Job

4 = Does Not Meet the Requirements of the Job

N = Not a Requirement of the Job

**Organizational Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Customer service
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

**Interpersonal Skill Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stress management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

**Position-Specific Requirements**

1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Written communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accounting practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quality/accuracy of work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent judgment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizational Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow through
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Problem solving skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Project administration
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analytical skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Computer programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confidentiality
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Classified Performance Review – Technical Level (Range 24-54)**

Employee	Job Classification	Program	Evaluation Period
<div style="display: flex; justify-content: space-between;"> <div style="width: 30px; text-align: center; font-weight: bold;">Supervisor</div> <div style="width: 970px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Recognition of Outstanding Performance Areas ("1" Ratings)</b>  <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b>  <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Specific Deficiency Areas ("4" Ratings)</b>  <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>An Improvement Plan Form is Required:</b>            I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Authorizations:</b>  <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">           Supervisor/Date _____            Program Director/Date _____         </div> <div style="width: 45%;">           Co-Evaluator/Date _____            Division Supt./Superintendent Designee/Date _____         </div> </div> </div> <div style="border: 1px solid black; padding: 5px;"> <b>Classified Performance Review Results</b>  <b>Summary Rating (Required):</b>  <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Exceeds requirements of the job  <input type="checkbox"/> Meets requirements of the job with Professional Growth areas identified         </div> <div> <input type="checkbox"/> Meets requirements of the job  <input type="checkbox"/> Does not meet requirements of the job         </div> </div> <b>Probationary Employees Only:</b>  <input type="checkbox"/> I do    <input type="checkbox"/> I do "not" recommend this employee be granted permanent status.         </div> </div> </div>			
Collaborative	<b>Professional Growth Area/s for Personal Development:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
Employee	<b>Employee comments:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
HR Director	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div> <input type="checkbox"/> Annual Review    <input type="checkbox"/> Special Review    <input type="checkbox"/> Probationary (2 month)         </div> <div> <input type="checkbox"/> Probationary (5 month)         </div> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div> <input type="checkbox"/> Notice/Unsatisfactory Service    <input type="checkbox"/> Notice/Commendation         </div> </div> <div style="border: 1px solid black; padding: 5px;">           Human Resources Director Signature/Date _____         </div> </div>		



**Classified Performance Review – Instructional Support Family**

Employee	Job Classification	Program	Evaluation Period

**Performance Rating Scale**

**Required Ratings:**

**1 = Exceeds the Requirements of the Job**

**2 = Meets the Requirements of the Job**

**3 = Professional Growth Area to Meet Requirements of Job**

**4 = Does Not Meet the Requirements of the Job**

**N = Not a Requirement of the Job**

Organizational Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observance of work hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safety practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interpersonal relations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate attire (consider position)

Interpersonal Skill Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of practices that ensure personal & group safety.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to handle stressful situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates w/ colleagues, follows instructions & uses problem solving & other skills to work as an effective member of the instructional team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts direction

Position-Specific Requirements					
1	2	3	4	N	Performance Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge of necessary subject matter content to provide instructional support and other direct services to students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge of the role & responsibilities of instructional support staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies basic knowledge of student development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies professional standards of conduct, including the requirement of confidentiality.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Awareness of diversity among the children, youth, families & staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies the elements of effective instruction to assist teaching & learning as developed by the certificated/licensed staff in a variety of settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to utilize appropriate strategies & techniques to provide instructional support in teaching & learning as developed by the certificated/licensed staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to motivate & assist children & youth according to individual student needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of the ways in which technology can assist teaching, learning and record keeping.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge & application of social &/or health related support techniques.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to organize & maintain a variety of student records.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Additional Factors:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Classified Performance Review – Instructional Support Family**

Employee	Job Classification	Program	Evaluation Period
Supervisor	<b>Recognition of Outstanding Performance Areas ("1" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Professional Growth Area to Meet Job Requirements ("3" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>Specific Deficiency Areas ("4" Ratings)</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	<b>An Improvement Plan Form is Required:</b> I have attached an improvement plan form: <input type="checkbox"/> Yes <input type="checkbox"/> No      The employee was provided a copy of the form: <input type="checkbox"/> Yes <input type="checkbox"/> No		
	<b>Additional supervisory comments:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary		
	<b>Authorizations:</b>  <div style="display: flex; justify-content: space-between;"> <div>Supervisor/Date _____</div> <div>Co-Evaluator/Date _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Program Director/Date _____</div> <div>Division Supt/Superintendent Designee/Date _____</div> </div>		
Collaborative	<b>Professional Growth Area/s for Personal Development:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
Employee	<b>Employee comments:</b>  <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
	Use additional sheets as necessary.		
	This report was discussed with me: <input type="checkbox"/> Yes <input type="checkbox"/> No I understand that my signature does not necessarily indicate agreement  _____ Employee/Date		
HR Director	<input type="checkbox"/> Annual Review <input type="checkbox"/> Special Review <input type="checkbox"/> Probationary (2 month) <input type="checkbox"/> Probationary (5 month) <input type="checkbox"/> Notice/Unsatisfactory Service <input type="checkbox"/> Notice/Commendation		
	_____ Human Resources Director Signature/Date		

APPENDIX G

**CALIFORNIA SCHOOL  
EMPLOYEES  
ASSOCIATION,  
CHAPTER #484**

**CATASTROPHIC LEAVE BANK  
Request Form**

Employee Name: \_\_\_\_\_

Position: \_\_\_\_\_

I am requesting \_\_\_\_\_ hours from the SCCOE Classified Catastrophic Leave Bank  
(Please refer to Catastrophic Leave Policy for detailed requirements).

Please select one of the options below:

- ☐ Please solicit donations on my behalf.  
☐ I wish my request to remain anonymous.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

*(or authorized representative if employee is unable to make a written request because of the catastrophic illness or injury)*

**Benefits Use Only**

Date all accrued paid leave will be exhausted: \_\_\_\_\_ Date differential pay begins: \_\_\_\_\_

Verified by: \_\_\_\_\_ Date: \_\_\_\_\_

**CSEA Use Only**

- ☐ Approved    Number of Hours: \_\_\_\_\_  
☐ Denied      Comments: \_\_\_\_\_  
\_\_\_\_\_

**CALIFORNIA SCHOOL EMPLOYEES  
ASSOCIATION,  
CHAPTER #484**

**CATASTROPHIC LEAVE BANK  
Donation Form**

The Catastrophic Leave Bank is open to all classified CSEA unit members who wish to donate sick hours to support a staff member in need. To initially become a member, one only needs to donate the equivalent of one day in hours.

Please refer to your Classified Unit Agreement for more information on the Catastrophic Leave Bank including definitions, eligibility, required contributions, withdrawals and administration.

Please complete the form below and return it to LaDawn Holliday Tilmon in the Human Resources department at the Santa Cruz County Office of Education.

I, \_\_\_\_\_, being a classified employee of the Santa Cruz County Office of Education hereby

- ☐ Donate \_\_\_\_\_ hours to the Classified Catastrophic Leave Bank.
- ☐ Donate \_\_\_\_\_ hours to: \_\_\_\_\_ (after solicitation of hours)
- ☐ Do not wish to donate to the Classified Catastrophic Leave bank at this time.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

# APPENDIX I



## PROFESSIONAL GROWTH APPLICATION

Name \_\_\_\_\_ Date Submitted \_\_\_\_\_  
 Position/Title \_\_\_\_\_ Work Location/Dept. \_\_\_\_\_ Work Phone \_\_\_\_\_  
 Course/Organization \_\_\_\_\_ Other Phone \_\_\_\_\_  
 Date Course Starts \_\_\_\_\_ Ends \_\_\_\_\_ Time Starts \_\_\_\_\_ Ends \_\_\_\_\_  
 Days of Week course takes place Su ☐ M ☐ T ☐ W ☐ TH ☐ F ☐ S ☐  
 Location \_\_\_\_\_

Will you earn units or hours? How Many? ☐ Units \_\_\_\_\_ ☐ Hours \_\_\_\_\_

*If the course is taken during regular work hours, you must submit a copy of your time sheet (or other form of verification) indicating that you used approved authorized leave.*

**Description of course, workshop, or organization.** Be sure to include course, or any other relevant support material. Requests for organization must include office held.

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**Please state why the course is related to your position:**

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**Refer to Article 21 - Professional Growth - of the Classified Employee Unit Agreement for rules.**

**Attestation:**  
 I attest the documentation provided with this application is true and accurate to the best of my knowledge. I attest that I maintained professional conduct throughout the learning process according to any parameters set within Article 21 of the CSEA Unit Agreement, the SCCOE, as well as any other professional organizations with which I am aligned. I understand my submission may be revoked if contrary information is found.

**Distribution:**  
 1. Professional Growth permanent file.  
 2. Employee's Personnel File  
 3. Employee receives copy after Professional Growth Activity has been completed

### Committee Use Only

Date Request Received: \_\_\_\_\_  
 Committee Action:  
 Date: \_\_\_\_\_  
☐ Approved ☐ Disapproved  
☐ Job Related ☐ Career/Education Plan  
 Explanation of Action:  
 \_\_\_\_\_

Verification Received Date  
☐ Completed ☐ Not Completed  
 Number of Units \_\_\_\_\_  
 Number of Hours \_\_\_\_\_  
 Units/Hours Approved/Posted \_\_\_\_\_  
 Chairperson's Signature \_\_\_\_\_



## CSEA Professional Growth

### Checklist for Submission

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Please upload documents to: **professionalgrowth@santacruzcoe.org**

<input type="checkbox"/>	Submit application within thirty (30) days of <b>completion</b> of course (submit grades/certificates later if need be; don't wait for these to be sent to you)
<input type="checkbox"/>	Submit supporting documents (registration, grades/certificates of completion, etc.)
<input type="checkbox"/>	Ensure description of course and rationale are relevant; provide examples of how the learning opportunity will be applied to your position or potential position

### Examples of Professional Growth Opportunities

#### Conferences, Workshops, Other Trainings

- May be online or live; must provide certificate of completion or certificate of attendance. May include training sponsored by the Santa Cruz County Office of Education, such as those sponsored by Keenan, SELPA, CAC, or other departmental training.

#### College, Continuing Education Coursework

- May be online or live; must provide certificate of completion or grade (transcript, letter grade, or credit/no credit).

#### Webinars or Other Online Training Modules

- Webinars that provide a certificate of completion, have a post-test assessment, or other proof of registration. No time stamp will be required as the Committee is assuming you are adhering to professional conduct and ethics of doing work outside of regular working hours.

#### Volunteer Opportunities

- Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. Ongoing volunteer work should be submitted monthly. Please email if you have a volunteer position you would like considered for Professional Growth.

#### Elective Offices; Presentations as a Primary Presenter or Co-Presenter

- Elected offices such as those within CSEA, or any other professional organization that is directly related to your position such as a local, regional, state, or national organization. Presentations such as in-service trainings, guest lectures, etc. at various institutions
-



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## Professional Growth Opportunities

### Conferences, Workshops, Training Opportunities (live, online/virtual)

Activity Example	Verification Documentation
Attend (live or online/virtual) conferences, workshops, lectures, seminars, etc.	A certificate of completion, certificate of attendance from the sponsor verifying contact hours. If applicable, submit a post-test assessment if the course included an assessment component. If available, provide registration information with event title/date/location and agenda. <i>Sign-in sheets will not be accepted as sole proof of attendance.</i>
Trainings* sponsored by the Santa Cruz County Office of Education such as those by Keenan, SELPA, CAC, or other training suggested or sponsored by individual departments. May be training sponsored internally or may be external sources of learning.	A certificate of completion or certificate of attendance from the sponsor verifying contact hours. <i>Sign-in sheets will not be accepted as sole proof of attendance.</i> <b>*Trainings that are a condition of employment (mandatory by the SCCOE) are not eligible for PG increment units.</b>

### College, Continuing Education Coursework (live, online/virtual)

Activity Example	Verification Documentation
Successful completion of adult education courses sponsored by the city or county, a community college, or university-level coursework; certification programs and coursework sponsored by affiliated agencies or universities. Should be related to current job classification; may be coursework to pursue careers in professions within purview of the SCCOE.	Transcripts, letter grade, credit in credit/no credit or pass/fail courses or certificates of completion by sponsoring institutions.

### Webinars or Other Online Training Modules\*

Activity Example	Verification Documentation
Webinars or training modules sponsored by SCCOE or external entities.	A certificate of completion, certificate of attendance from the sponsor verifying contact hours. If applicable, submit a post-test assessment if the course included an assessment component.

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### Volunteer Opportunities

Activity Example	Verification Documentation
Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the SCCOE. Please email if you have a volunteer position you would like considered for Professional Growth.	Most volunteer positions have timesheets; if the volunteer opportunity is a single session (ie. wrapping Christmas toys, Thanksgiving soup kitchen, etc.), submit within thirty (30) days of the last volunteer date. Ongoing volunteer work should be submitted monthly or within thirty (30) days of the last volunteer date.

### Elective Offices

Activity Example	Verification Documentation
Elected offices such as those within CSEA, or any other professional organization that is directly related to your position such as a local, regional, state, or national organization.	Agenda minutes noting elected office or other document by participating agency/institution that notes office held by the individual.

### Presentation Opportunities

Activity Example	Verification Documentation
Presentations, guest lectures, in-service training within the department, organization, or other local, regional, state, or national opportunities. May include conferences, workshops, webinar presentations, etc. on topics related to current job position or that serve to inform related professionals.	Include agenda if appropriate as well as presentation materials (ie. Google Slides, Power Point, etc.). If the presentation was a poster presentation, submit an electronic copy of the poster. Submit documentation that denotes presentation day, time, and title of course. Time spent on preparation will not be included as credited hours. One-time presentation per course title or topic.

**Webinars or Other Online Training Modules\*:** Some webinars and online training modules do not provide time certificates or have post-test assessments to document your participation. Please try to submit proof of registration as well as any other documentation that supports your participation (ie. screenshot). Time stamps denoting proof of participation outside of work hours will not be required as it is assumed that each applicant is adhering to professional conduct and ethical behavior in regards to their learning and professional growth.



# CSEA PROFESSIONAL GROWTH Volunteer Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Dept: \_\_\_\_\_ Title: \_\_\_\_\_

Name of organization: \_\_\_\_\_

Describe your role/duties with this organization and how they promote the vision of the SCCOE and/or the various populations the SCCOE serves.

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Date	Hours	Date	Hours	Date	Hours	Date	Hours
1		9		17		25	
2		10		18		26	
3		11		19		27	
4		12		20		28	
5		13		21		29	
6		14		22		30	
7		15		23		31	
8		16		24			

Signature and Date: \_\_\_\_\_

Supervisor Signature  
and Date: \_\_\_\_\_

\*Please complete this form and get a supervisor's signature from your volunteer organization. Return to [professionalgrowth@santacruzcoe.org](mailto:professionalgrowth@santacruzcoe.org) by the end of the month.



## CSEA Professional Growth

### Volunteer Form: Checklist for Submission

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Please upload documents to: [professionalgrowth@santacruzcoe.org](mailto:professionalgrowth@santacruzcoe.org)

<input type="checkbox"/>	Ensure that volunteer time is not during contract hours and the organization is relevant to the overall vision of the SCCOE and the populations served. The volunteer position may or may not be directly relevant to your hired position with the SCCOE.
<input type="checkbox"/>	Complete the CSEA Volunteer Form and obtain your volunteer organization's supervisor signature by the end of the month or within thirty (30) days of the last volunteer date.
<input type="checkbox"/>	Submit volunteer form at the end of the month or within thirty (30) days of the last volunteer date whether volunteer opportunity was one-time or ongoing.

### Examples of Professional Growth Volunteer Opportunities

#### Volunteer Opportunities

Volunteer opportunities may be with local non-profit organizations, or it may be remote work for a larger local, state, or national organization. Volunteer opportunities may also include observation and participation hours required for a university degree program or certification program provided they occur outside of the employee's contract hours.

Activity Example	Verification Documentation
Volunteer positions should be related to your job classification/profession or a population served by the SCCOE. The volunteer opportunity should add to the development of one's area of practice or to the variety of populations served by the SCCOE. Please email if you have a volunteer position you would like considered for Professional Growth.	Most volunteer positions have timesheets; if the volunteer opportunity is a single session (ie. wrapping Christmas toys, Thanksgiving soup kitchen, etc.), submit within thirty (30) days of the last volunteer date. Ongoing volunteer work should be submitted monthly or within thirty (30) days of the last volunteer date.

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## **SIDE LETTER CSEA TO THE COE**

This is an agreement between CSEA and the Santa Cruz County Office of Education (Santa Cruz COE) that both parties agree to discuss Extended Sick Leave language under Article 14 in committee no later than March 15, 2019 to be implemented for the 2019-20 school year. The committee will consist of two (2) representatives from CSEA and two (2) representatives from the Santa Cruz COE. Recommendations made through this committee will be presented during the 2018-19 CSEA Negotiations.

Appendix C Long-Term Disability: Review long-term disability plans and options.

## **SIDE LETTER ON AB119 NEW EMPLOYEE ORIENTATION**

November 1, 2017

### **I. NOTICE TO CSEA OF NEW HIRES**

- A. The Santa Cruz County Office of Education (Santa Cruz COE) shall provide California Schools Employees Association (CSEA) notice of any newly hired employee, within ten (10) days of date of hire, via an electronic mail. The following information shall be provided : full legal name, date of hire, classification, and site.

### **II. EMPLOYEE INFORMATION**

- A. "Newly hired employee" or "new hire" means any employee, whether permanent , full time, part time, hired by the COE, and who is still employed as of the date of the new employee orientation. It also includes all employees who are or have been previously employed by the COE and whose current position has placed them in the bargaining unit represented by CSEA. For those latter employees, for purposes of this article only, the "date of hire" is the date upon which the employee's employee status changed such that the employee was placed in the CSEA unit.

- B. The COE shall provide CSEA with contact information on the new hires. The information will be provided to CSEA electronically via a mutually agreeable secure FTP site or service, within 30 days of been hired.

1. This contact information shall include the following items:

- a. First Name;
- b. Middle initial;
- c. Last name;
- d. Suffix (e.g. Jr., III)
- e. Job Title;
- f. Department;
- g. Primary worksite name;
- h. Work telephone number;
- i. Work Extension;
- j. Home Street address (incl. apartment #)
- k. City
- l. State
- m. ZIP Code (5 or 9 digits)
- n. Home telephone number (10 digits)
- o. Personal cellular telephone number (10 digits);
- p. Personal email address of the employee;
- q. Last four numbers of the social security number;
- r. Birth date;
- s. Employee ID;
- t. CalPERS status ("Y" if in CalPERS; "N" if not in CalPERS);
- u. Hire date.

2. This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the COE.

- C. Periodic Update of Contact Information: The COE shall provide CSEA with a list of all bargaining unit members' names and contact information on the last working day of September,

January, and May. The information will be provided to CSEA electronically via a mutually agreeable secure FTP site or service. This contact information shall be provided as outlined in section b 1.

Newly hired employees may, in accordance with the Public Records Act (PRA), request not to have their home address, home telephone number, personal cellular telephone number, and birth date provided to their exclusive representative. Under the PRA, this personal information is *not* open to *public* disclosure, but *is* open to the exclusive representative, unless the employee affirmatively requests otherwise. (*County of Los Angeles v. Los Angeles County Employee Relations Commission* (2013) 56 Cal.4th 905.) The employer may not encourage employees to make such a request.

### **III. NEW EMPLOYEE ORIENTATION**

- A. "New employee orientation" means the onboarding process of a newly hired public employee, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.
- B. The COE shall provide CSEA mandatory access to its new employee orientations. CSEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the COE's operations that was not reasonably foreseeable.
  - 1. In the event the Santa Cruz COE conducts a group orientation, CSEA shall have thirty (30) minutes of paid release time not including travel time, for one (1) CSEA representatives, including the Chapter President or designee, to conduct the orientation session. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative (LRR) may also attend the orientation session. Except that the orientation will not be rescheduled due to the availability of the CSEA LRR.
  - 2. In the event the Santa Cruz COE conducts one-on-one orientations with new employees, CSEA shall have fifteen (15) minutes of paid release time not including travel time, for one (1) CSEA representative to conduct the orientation session. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative may also attend the orientation session. Except that the orientation will not be rescheduled due to the availability of the CSEA LRR.
- C. The COE shall include the CSEA membership application and a CSEA provided link for an electronic application, in any employee orientation packet of COE materials provided to any newly hired employee. CSEA shall provide the copies of the CSEA membership applications to the COE for distribution.
- D. The orientation session shall be held on COE property during the workday of the employee(s), who shall be given release time to attend. For 10-month employees, who are hired during the Summer Break, the orientation session shall be held on COE property during their onboarding process.
- E. During CSEA's orientation session, no Santa Cruz COE manager or supervisor or non-unit employee shall be present, unless invited by CSEA.

### **IV. GRIEVANCE PROCEDURE**

Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be

resolved through the Public Employment Relations Board (PERB).

**V. DURATION OF AGREEMENT**

- A. Term: This Agreement shall remain in full force and effect from the date this Agreement is signed, through June 30, 2020 and shall be automatically renewed from year to year unless either party serves written notice upon the other. At the time of the contract opening July 1, 2021 the agreement may be added to the contract by mutual agreement between both parties.
  - 1. Unless mutually agreed to by the Parties, there shall be no reopening of negotiations on this during the life of the Agreement from the date this Agreement is signed, through June 30, 2020.
- B. Savings Clause: If during the life of the Agreement there exists any applicable law, rule, regulation or order issued by governmental authority, other than the Santa Cruz COE, which shall render invalid or restrain compliance with or enforcement of any provision contained within this Agreement, it shall not invalidate any unaffected remaining portion(s) . The remaining portion(s) shall continue in full force and effect. Upon written notification by one of the Parties to the other, any portion of the Agreement that is invalidated in accordance with this Article shall be opened for negotiations within thirty (30) days of the invalidation. '



NO FURTHER CHANGES TO THIS SIDE LETTER

**Santa Cruz COE**  
**Signature(s)**

**CSEA**  
**Signature(s)**

A handwritten signature in blue ink on lined paper. The signature is stylized, starting with a large 'V' or 'W' shape, followed by a loop and ending with a horizontal stroke.Three handwritten signatures in blue ink on lined paper. The first signature is 'May 12' followed by a horizontal line. The second signature is a stylized 'R' or 'B' with a horizontal line. The third signature is a stylized 'A' with a horizontal line.A single horizontal line for a signature.

## **SIDE LETTER ON REVISIONS TO POLICY 610**

### **CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**

**Board Policy and Procedures Review Committee Date:      October 14, 2020**

**To:** Board of Directors

**From:** Adam Weinberger, Chairperson Policy and Procedures Review Committee

**Subject:** Policy 610 - Revised Collective Bargaining Agreement Ratification During Coronavirus Pandemic

The CSEA Board of Directors took action in March 2020 to allow chapters to ratify agreements if the scope of the proposed agreement solely concerned school closure due to the pandemic, and took action again in April 2020 to allow chapters to ratify negotiated agreements beyond the scope of the pandemic to avoid a delay in the receipt of pay and the implementation of other negotiated working conditions. Since such time, a replacement modification of these temporary ratification methods is necessary to reflect the use of electronic meetings and electronic polling now commonplace among CSEA chapters. Chapters should not ask members to gather together in person to do union business so long as health officials are discouraging such gatherings due to the coronavirus pandemic.

Therefore, Policy 610 and the provisions of a Chapter's Constitution and Bylaws on formal ratification should be temporarily waived as follows:

1. Distribution of agreement: The tentative agreement shall be distributed by email or text to all bargaining unit members who have provided this contact information at least one day prior to distribution of a ratification notice. A statement shall be included that bargaining unit members are permitted to ask questions or offer debate in favor of approving or denying the tentative agreement at any time until the ratification vote is complete.
2. Ratification: Notice of ratification shall be distributed by email or text to all CSEA members of the bargaining unit. Active CSEA members of the bargaining unit who are in good standing shall be entitled to vote by secret ballot on the ratification or rejection of the agreement. The meeting notice shall include: (1) a statement indicating that the Negotiating Committee recommends ratification of the negotiated agreement; (2) whether the ratification will be conducted via electronic meeting in accordance with paragraph (a) below, or via online poll in accordance with paragraph (b) below; and (3) the information necessary to access the ratification.
  - (a) Ratification by electronic meeting: The meeting notice shall be sent to all bargaining unit members no later than five (5) working days before the scheduled meeting.\* Voting shall occur during the meeting and results announced prior to close of the meeting.
  - (b) Ratification by online poll: Notice shall be sent at least five (5) working days in advance of the date set for online balloting to close.\* Voting will occur via online poll or balloting service during such period. Members may also be given the opportunity to vote via email, text, conference call, however, should a member request an anonymous method of voting, the Chapter Executive Board shall accommodate that request pursuant to this requirement of the Association Bylaws.

\*The Executive Director, or designee, may approve a notice period of less than five (5) working days, upon request of the chapter executive board and the concurrence of the Field Director.

3. No chapter shall enter into a negotiated agreement or take a formal ratification vote, until it has been reviewed by the Labor Relations Representative and the Field Director.
4. Unless specifically set aside by this waiver, the provisions of Policy 610 remain in full force and effect.
5. This temporary waiver of Policy 610 henceforth shall be the only waiver utilized to conduct ratification votes until limitations on gatherings are lifted or unless modified by action of the CSEA Board of Directors, and shall supersede all prior Policy 610 waivers.

**RECOMMENDATION:**

That the Board of Directors approve the Policy 610 - Revised Collective Bargaining Agreement Ratification During Coronavirus Pandemic as presented.

# SIDE LETTER ON COVID-19 STAFFING FOR SUMMER SESSION

Santa Cruz County Office of Education  
And the  
California School Employees Association and its Chapter #484

## Side Letter on Incentivising CSEA Ten Month Employees to Work During the 2021 Summer Session

May 25, 2021

### **Implementation of AB 86, COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements.**

A local educational agency (LEA) receiving funds under subdivision (b) of Section 43521 shall implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, pupils who are eligible for free or reduced-price meals, English learners, foster youth, homeless pupils, pupils who are individuals with exceptional needs, pupils at risk of abuse, neglect, or exploitation, disengaged pupils, and pupils who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient pupils, high school pupils at risk of not graduating, and other pupils identified by certificated staff.

Of the funds apportioned to an LEA, it shall use at least 10 percent of its apportionment to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. Supplemental instruction and support shall be prioritized for English learners and pupils who are individuals with exceptional needs.

#### **1. Stipend:**

The Santa Cruz County Office of Education (SCCOE), agrees that it will pay 10-month permanent employees from the "Instructional Support" Family and the "Professional Services" Family, a one-time stipend of one thousand dollars (\$1,000) upon the successful completion of their 2021 Extended School Year (ESY) or Summer School assignment. One-time stipends will be paid out to eligible employees on the first available supplemental pay date following the completion of their ESY/Summer School Assignment. To be eligible to receive the full one-time stipend, employees must meet the following criteria:

- a. Must be a 10-month employee from either the "Instructional Support" or the "Professional Services" Families.
- b. Be an active employee throughout the entirety of their ESY/Summer school assignment.
- c. Complete at least ninety percent (90%) of the total hours of their ESY/Summer School assignment as verified by employee timesheets. Eligible Employees shall not be eligible to use any types of leaves available to them to help meet the ninety percent (90%) requirement.

Initials SCCOE

Initials CSEA

FS

MGP

**2. Job Share:**

In the event that, otherwise eligible, employees decide to "job share" an ESY/Summer School assignment, the amount owed to each employee shall be prorated based on total hours worked for each employee.

a. In no event, shall the combined amount received for "job share" assignments exceed one thousand dollars (\$1000).

b. A written statement of hours and days worked by each employee, involved with an ESY/Summer School "job share", shall be on file with the employee's department and with the payroll department.

c. All other criteria as outlined above (1 a-c) must be met to be eligible to receive the stipend.

**3. Leaves:**

Sick leave, comp time, floating holidays, or any other type of leave may not be counted towards the 90% threshold needed to receive the stipend.

**4. In Person:**


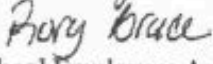

The intent of this MOU is to enable the provision of in person services to students. If a unit member provides remote services, such service shall not count toward the 90% threshold needed to receive the stipend.

**5. Further Negotiations:**

This MOU does not preclude the parties to enter into future agreements regarding the provision of in person services.

**6. Duration of Agreement:**

This MOU is a temporary agreement to address the extraordinary circumstances created by the novel coronavirus (COVID-19) pandemic. It does not create any precedents nor establish the status quo for future bargaining purposes. This MOU shall remain in effect until July 30, 2021

Dated: 6/6/2021	By: Faris Sabbah SCCOE Superintendent 
Dated: 6/11/2021	By: <del>Michelle Sanchez</del> for Rory Bruce  California School Employees Association Chapter 484
Dated: 6/11/2021	By:  Buddy Renzullo California School Employees Association Labor Relations Representative

Initials SCCOE FS.  
Initials CSEA MGL



California  
School  
Employees  
Association

3350 Scott Blvd.  
Building 18  
Santa Clara, CA 95054  
(408) 261-7990  
(800) 487-2440  
FAX: (408) 235-8678  
[www.csea.com](http://www.csea.com)

Ben Valdepeña  
Association President

Keith Pace  
Executive Director

Member of the AFL-CIO

The nation's largest  
independent classified  
employee association



June 11, 2021

Via Electronic  
[rqb Bruce@yahoo.com](mailto:rqb Bruce@yahoo.com)

Roderick Bruce, Chapter President  
Santa Cruz COE Chapter 484  
514 Soquel Ave  
Santa Cruz, CA 95062-2301

RE: Side Letter Agreement – Summer Session

Dear President Bruce:

We have received the Side Letter Agreement (SLA) regarding Summer Session tentatively agreed to between the Santa Cruz County Office Of Educ and California School Employees Association and its Santa Cruz COE Chapter 484.

It has been reviewed in accordance with Policy 610. I have found no apparent violation of law, CSEA's Constitution and Bylaws, or Policy.

Ratification for this SLA is required. Please provide your Labor Relations Representative Raymond Renzullo with the ratification date so that we may update our records.

*Please ensure your chapter complies with the Ratification Meeting requirements as identified in your chapter constitution and Policy 610 Ratification Notice. Should your chapter choose to ratify prior to the "Shelter-in-Place" order and/or limitations on gatherings being lifted, please be sure to follow the October 14, 2020 temporary emergency waiver of Policy 610 (attached).*

I would like to take this opportunity to acknowledge the time and effort spent by you and the Negotiating Committee in negotiations. Your involvement and dedications are truly appreciated.

Please feel free to contact my office if you have any questions or concerns.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Debra Cole  
Field Director

DC/rg

Attachment: SLA – Summer Session

c: Marisa Hernandez-Ancira, Regional Representative 48; Machel Kessinger, Area C Director; Raymond Renzullo, Labor Relations Representative; Chapter 484 Contract File

*Our mission: To improve the lives of our members, students and community.*



# SIDE LETTER ON JUNETEENTH SETTLEMENT

Santa Cruz County Office of Education  
and the  
California School Employees Association, Chapter 484



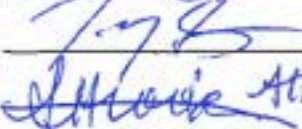
## SETTLEMENT AGREEMENT Juneteenth Holiday

The Santa Cruz County Office of Education and the California School Employees Association, Chapter 484 ("CSEA"), together known as the "Parties", hereby agree to the following in order to establish Juneteenth as a holiday.

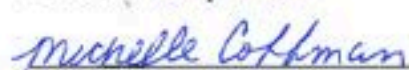
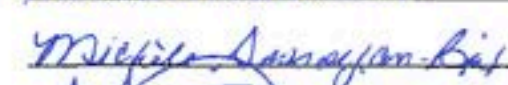



1. June 19, otherwise known as "Juneteenth", shall be established as a holiday and it shall be added to Article 10: Holidays of the CSEA/SCCOE collective bargaining agreement.
2. June 19, 2022 shall be observed as a holiday.
3. Every classified employee who was in paid status on June 18, June 19, and/or June 21, 2021 shall be provided with one floating holiday. This floating holiday must be used prior to February 1, 2023 and if it is not used, the employee will not be compensated for not taking the day off. The floating holiday may not be taken off by instructional support staff during the Extended School Year (ESY) or Summer School 2022 program.
4. To schedule this floating holiday, employees shall follow notice requirements in Article 10.1.2.
5. SCCOE shall generate a list of employees eligible for the floating holiday that will be verified by CSEA. This list shall be made available to CSEA no later than May 13, 2022. Following agreement between the Parties, no further changes shall be made to the list.
6. Upon signing of this Agreement by the Parties, CSEA acknowledges that the Santa Cruz County Office of Education will not be subject to any class action lawsuits regarding the establishment of Juneteenth as a holiday.

Date: 4/28/2022

For the Santa Cruz County Office of Education:

For CSEA Chapter 484:

# SIDE LETTER ON RETENTION INCENTIVE

Side Letter Agreement 9/11/2024

Side Letter  
Between  
The Santa Cruz County Superintendent of Schools  
And  
The California School Employees Association (CSEA), Chapter #484

## RETENTION INCENTIVE

The Santa Cruz County Office of Education (COE) has maintained a conservative approach to budgeting for many years. For the fiscal year 2023-2024, departments have significantly reduced their spending on purchase orders, enabling the COE to close those purchase orders with excess funds. Additionally, higher-than-expected Average Daily Attendance (ADA) from Alternative Education and the Career Advancement Charter School in the latter half of the year has positioned the Santa Cruz COE to provide a Retention Incentive for employees in the 2024-2025 school year.

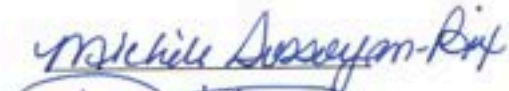
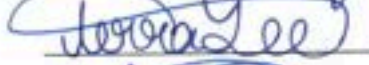


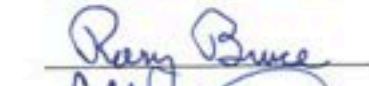

Effective July 1, 2024, all active employees as of September 15, 2024, are eligible for a Retention Incentive of Three Thousand dollars (\$3,000). This incentive will be prorated based on full-time equivalency (FTE) and will be subject to applicable federal and state taxes, as well as other required withholdings. The Retention Incentive will be disbursed in the next available supplemental payroll.

This incentive should not be considered as precedent-setting.

For SCCOE:

  
\_\_\_\_\_  
\_\_\_\_\_

For CSEA:



# SANTA CRUZ COUNTY



## ***Career Advancement Charter Student Handbook 2024-2025*** ***Santa Cruz County Office of Education***

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### **Mission:**

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. The CAC is part of the Santa Cruz County Office of Education and collaborates with community partners to achieve this mission. The students are engaged through work-based, relationship-focused, innovative learning experiences.

### **Philosophy:**

We believe that...

- All students can learn.
- All students deserve to learn around their unique needs.
- All students can grow socially and emotionally to reach their full potential and become resilient in themselves, and empowered in their community.
- There is a need to facilitate connections to basic resources for common student barriers such as food insecurity, houselessness, and physical and mental health to support the removal of barriers to student learning.
- Every student has the right to a physically and emotionally safe environment in which to learn.
- Equity for the student is at the heart of every assignment. That is, learning can take place when activities are meaningful, tailored to the individual student, accessible, engaging, and culturally responsive.
- Collaborative relationships with community partners are essential in delivering quality services and effective programs to our students.
- We are accountable through the evaluation of students and programs and will use data to uplift our students and support equitable decision-making.
- Increasing access to equity is our greatest strength.

### **Culture:**

- Culture is based on kindness, acceptance, equity, and empowerment.
- Students are literate, ethical, and empowered.
- Pro-social opportunities include orientation, student leadership, connections with local community resources, work-based learning, and family events.

## **Mission Statement**

The Santa Cruz County Office of Education Career Advancement Charter is committed to ensuring all students have the educational opportunities they need to thrive. We provide students with the opportunity to acquire academic, career, and technical skills and to prepare for life-long learning and success in the changing workplace.

## **Student Learning Outcomes**

The Career Advancement Charter School's learner outcomes are driven by accessibility and equity and are dependent on our accountability goals and values of;

1. Engagement: Students will have equitable access to an engaging and fulfilling educational experience including respect, educational interventions and resources, responsive program adaptability, and expanding opportunities for students to explore college and career.
2. Empowerment: Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills and literacy, and greater post-secondary opportunities, including entry or advancement in the workforce.
3. Extend: The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on local partnerships, sustainability, and centering student voices in order to provide meaningful learning experiences.

CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be:

- Effective problem solvers who examine information in a variety of ways.
- Critical and creative thinkers who analyze information and apply knowledge to solve problems.
- Effective communicators who demonstrate skills through reading, writing, speaking, listening, and presenting.
- Resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the school community and developing an awareness of their own social/emotional needs.
- Leaders in their communities who have the agency to advocate for themselves and their families.

Welcome to the Career Advancement Charter! While new to this department, I am a longtime educator in Santa Cruz County. I am grateful to be part of an organization that believes in student-centered learning built around a commitment to equity for all learners.

Our CAC team is dedicated to working directly with our students, wherever they are on their educational journey. As part of the Santa Cruz County Office of Education, we collaborate with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative, and welcoming learning experiences. Instructional services and programs are provided in multiple locations within Santa Cruz County.

Our students are determined and resilient adults. We acknowledge that many of our students need flexibility built into an instructional format that works for an adult with many responsibilities. We are committed to creating a schedule that will blend with those layered responsibilities of family and work.

This handbook includes information about the different parts of our department as well as community resources available to our CAC students.

Congratulations on making the decision to join our community. We are grateful you are here and look forward to learning and growing together.

In partnership,



Denise Sony Sanson  
CAC Executive Director

### **¡Bienvenido a los Servicios de Aprendizaje y Carreras para Adultos (CALS)!**

Yo soy nueva en este departamento, pero soy una educadora desde hace mucho tiempo en el condado de Santa Cruz. Estoy agradecida por ser parte de una organización que cree en el aprendizaje centrado en el estudiante y construido alrededor de un compromiso con equidad para todos los estudiantes.

Nuestro equipo de CAC está dedicado a trabajar directamente con nuestros estudiantes, donde sea que se encuentren en su viaje educativo. Como parte de la Oficina de Educación del Condado de Santa Cruz, colaboramos con socios de la comunidad para lograr esta misión al involucrar a los estudiantes a través de experiencias de aprendizaje basadas en el trabajo, centradas en las relaciones, innovadoras y acogedoras. Los servicios y programas de instrucción se brindan en múltiples ubicaciones dentro del condado de Santa Cruz.

Nuestros estudiantes son adultos decididos y resistentes. Reconocemos que muchos de nuestros estudiantes necesitan flexibilidad integrada en un formato de instrucción que funcione para un adulto con muchas responsabilidades. Estamos comprometidos a crear un horario que combine con esas responsabilidades familiares y laborales de nuestros estudiantes.

Este manual incluye información sobre las diferentes partes de nuestro departamento, así como los recursos comunitarios disponibles para nuestros estudiantes de CAC.

Te felicitamos por tomar la decisión de unirte a nuestra comunidad. Estamos agradecidos de que estés aquí y esperamos aprender y crecer juntos.

En colaboración,



Denise Sony Sanson  
Directora Ejecutiva de CAC

## Who We Are

The Santa Cruz County Office of Education Career Advancement Charter offers high school diploma and equivalency services for adult learners. We work closely with district and industry business partners to stay up to date with industry and workforce trends.

## What We Do

CAC offers a unique Independent Study program for adult learners across the county. Our dedicated staff works directly with students to support them in the attainment of a high school diploma.

## Career Advancement Charter (CAC)

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness.

As part of the Santa Cruz County Office of Education Career and Adult Learning Services, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences. The CAC serves students ages 18 and older who have not yet obtained a high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County.

## Outcomes

The Career Advancement Charter will seek to support students in achieving the following outcomes:

- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family-sustaining employment

## How it Works

The Career Advancement Charter (CAC) is an Independent Study high school diploma program for adults who are looking to further their education, career and life opportunities. Our team works with you, in a supportive and engaging environment to give you a quality educational experience. We offer daytime and evening hours for the working adult student, understanding that every student is unique and reaches success differently. We are able to work directly with you to match high school credits with your career experiences and explorations. The CAC provides an individualized, flexible approach to your education and in obtaining your high school diploma.

To be successful in the CAC, students attend a **weekly progress check-in meeting** and complete a minimum of 20 hours of schoolwork every week.

Teachers and support staff will also provide **additional educational opportunities** by collaborating with programs such as Pathways in Career Technical Education, Cabrillo College dual enrollment, and many more community connections.

To graduate from the CAC 180 high school credits are required. A student can earn a maximum of 45 credits in one semester. In any one subject, students can earn a maximum of 10 credits per subject per quarter. If you are interested in our program please bring in a copy of your most recent high school transcript to get started on your path to graduation.

<b>Credits</b>	<b>Subject</b>
<b>30</b>	<b>English</b>
<b>10/10</b>	<b>Math/Algebra</b>
<b>10</b>	<b>US History</b>
<b>10</b>	<b>World History</b>
<b>5/5</b>	<b>Government/Economics</b>
<b>10</b>	<b>Life Science</b>
<b>10</b>	<b>Physical Science</b>
<b>10</b>	<b>Fine Arts</b>
<b>20</b>	<b>Physical Education</b>
<b>50</b>	<b>Career Exploration/Electives</b>
<b>180</b>	<b>TOTAL</b>

### **Locations**

The CAC is currently based at five locations throughout Santa Cruz County. Two locations are at the school sites of Sequoia Schools in Watsonville and the Santa Cruz County Office of Education, which both house academic and Career Technical Education programs. Two locations are in the locked facilities of Rountree in Watsonville and the Main Jail in Santa Cruz. Lastly, we serve students at the Santa Cruz County Probation Success Center where students also have access to a computer lab.

### **CAC currently provides services at the following locations:**

Sequoia Schools, 229 Green Valley Rd., Freedom, CA 95019
Santa Cruz County Office of Education, 399 & 400 Encinal St., Santa Cruz CA 95060
Rountree Facility, 90 Rountree Ln., Watsonville, CA 95076
Main Jail Facility, 259 Water St., Santa Cruz, CA 95060
Blaine St. Facility, 141 Blaine St., Santa Cruz, CA 95060
Probation Success Center, 303 Water St. #100, Santa Cruz, CA 95060
Watsonville Probation Success Center, 2007 Freedom Blvd, Freedom, CA 95019

### **California Adult Education Program (CAEP)/GOAL Partnership**

The CAC is part of the GOAL (Greater Opportunity through Adult Learning) Consortium, which partners with local school districts, Cabrillo Community College, and the Santa Cruz Workforce Development Board. As a GOAL partner, we are committed to improving adult learning in Santa Cruz County. We serve individuals who want a better job, want to finish their high school diploma, improve their English, or start a job training program.

We gather the best resources for adult learning to make it easier for adult learners to find the classes and support they need to grow professionally and personally. Our county-wide partnership improves the quality of adult learning. We help adults become more competitive in the local job market, resulting in greater financial stability for them, their families, and the community they live in.

We understand navigating all of the adult education resources takes time and we are here to assist. GOAL works towards county-wide coordination of adult education programs and resources in Santa Cruz County.

The California legislature has funded the K12 school districts and community college districts to work together regionally to develop plans for expanding and improving adult education services. These partnerships create connections between the two systems and address the existing gaps in programs and services in the following seven areas:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
2. Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills
3. Education programs for adults with disabilities
4. Short-term career technical education programs with high employment potential
5. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce
6. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

## Staff Directory

<b>Denise Sony Sanson</b> Executive Director	<a href="mailto:dsanson@santacruzcoe.org">dsanson@santacruzcoe.org</a>
<b>Jesus Reyes</b> Community Organizer	<a href="mailto:jreyes@santacruzcoe.org">jreyes@santacruzcoe.org</a>
<b>Stephanie Villa-Lopez</b> CAC Transition Specialist	<a href="mailto:svillalopez@santacruzcoe.org">svillalopez@santacruzcoe.org</a>
<b>Rita Medina</b> CALS Transition Specialist	<a href="mailto:rmedina@santacruzcoe.org">rmedina@santacruzcoe.org</a>
<b>Yvonne Pizano</b> Department Coordinator	<a href="mailto:ypizano@santacruzcoe.org">ypizano@santacruzcoe.org</a>
<b>Blanca Corrales</b> Mental Health Counselor	<a href="mailto:bcorrales@santacruzcoe.org">bcorrales@santacruzcoe.org</a>
<b>Ismael Cruz</b> Teacher	<a href="mailto:icruz@santacruzcoe.org">icruz@santacruzcoe.org</a>
<b>Jenny Russell</b> Teacher	<a href="mailto:jrussell@santacruzcoe.org">jrussell@santacruzcoe.org</a>
<b>Benjamin Ketcham</b> Teacher	<a href="mailto:bketcham@santacruzcoe.org">bketcham@santacruzcoe.org</a>

<b>Henry Michel</b> Teacher	hmichel@santacruzcoe.org
<b>Laura Terrazas</b> Resource Specialist Teacher	lterrazas@santacruzcoe.org
<b>Vito Chiaramonte</b> Teacher	vchiramonte@santacruzcoe.org
<b>David Spencer</b> Teacher	dspencer@santacruzcoe.org
<b>Lorraine Trombino</b> Teacher	ltrombino@santacruzcoe.org
<b>Vrinda Quintero</b> Culinary Arts Teacher	vquintero@santacruzcoe.org

### **What Students Can Expect from the Santa Cruz County Office of Education Career Advancement Charter Program**

Students who successfully complete one of our programs or courses can expect to gain:

- High School Diploma
- High School Equivalency through the HiSet
- Industry Certification (MA, DA, BTPA)
- Technical skills and academic knowledge
- Career exploration and planning
- Industry-related technology experience
- Critical thinking, creativity, innovation, and problem-solving
- Teamwork and team productivity
- Citizenship and leadership

#### **High School Diploma**

The High School Diploma Program is self-paced and individualized. Students will need to complete 180 credits to earn a high school diploma. Students earn a high school diploma by completing specific courses in academic subjects. Students must be 18 years old or older in order to enroll.

#### **High School Equivalency (HiSET) Exam Preparation**

The High School Equivalency (HiSET) Exam Preparation Program is designed to prepare students to pass all sections of the HiSET exam. Students who are enrolled in the program will begin by taking a diagnostic assessment that identifies their academic strengths and areas of growth. Coursework is assigned based on those results.

#### **Career Technical Education**

CAC offers CTE programs in a variety of pathways, providing students with technical, workplace, computer, and professional skills necessary to enter the workforce in today's world.

#### **Standards for Career Ready Practice\***

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to post-secondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum,

with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

\*Prepared by the California Department of Education. Adapted for California and based on the “Career Ready Practices” adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at <http://www.careertech.org/>.

### **Sueños Youth Employment Program**

Founded by the Workforce Development Board of Santa Cruz County under the Workforce Innovation and Opportunity Act (WIOA), Sueños supports teenagers and young adults (ages 16 to 24) develop workplace skills that will prepare them to enter and thrive in an increasingly competitive labor market. Sueños is a Santa Cruz County Office of Education (SCCOE) program in partnership with the Workforce Development Board of Santa Cruz County and America’s Job Center of California.

### **The Sueños Program mission is to invest in our future workforce by providing youth with support services and opportunities to**

- Assists with the development of skills to succeed in a competitive workforce and become leaders in their communities
- Reach academic and career goals
- Prepare for and succeed in employment

### **Goals**

Sueños provides our youth with a supportive learning environment, encourages them to set attainable career goals, connects them to community resources, and helps them establish valuable and lasting relationships. To accomplish this, Sueños has developed a range of program components that:

- Develop students’ communication skills
- Provide youth with opportunities beyond the classroom to further explore career options
- Encourage students to share their experiences with their families and friends
- Innovate and individualize the learning experience
- Give students a competitive edge in the job market
- Collaborate with community partners to establish mentoring and guidance for youth
- Achieving Competency in the Following:
  - Interpersonal Communication
  - Occupational Safety
  - Basic Math and Reading Ability
  - Customer Service Skills
  - Work Ethics
  - Personal Skills and Work Habits



## Services Offered

- Academic assistance and tutoring
- Career awareness and exploration
- Comprehensive guidance and counseling services
- Entrepreneurial skills training
- Financial literacy education
- Leadership development
- Mentoring
- Paid and unpaid work experience opportunities
- Post-secondary education and training preparation activities
- Supportive services

In short, Sueños is committed to delivering services to eligible youth in Santa Cruz County and help bring their dreams (sueños) to fruition.

## Location and Contact Information

229 Green Valley Road, Freedom CA 95019

(831) 466-5672

[wioasuenos@santacruzcoe.org](mailto:wioasuenos@santacruzcoe.org)

[Apply here](#)

## CTE Programs - A Proven Pathway to Success

Career Technical Education (CTE) programs provide a sequence of courses that integrate career technical knowledge and skills with applied academic learning to prepare students to fulfill their career and college aspirations.

***Did you know:*** CTE programs in California have a proven track record of helping students thrive and succeed in careers and post-secondary education.

The CAC dedicates itself to providing diverse learning environments for our students to become college and career-ready. We are student-centered with programs designed intentionally to be responsive to all students' goals and needs. Additionally, we are committed to removing barriers our students may face when transitioning out of our program after graduation. We do this by integrating post-secondary guidance into the learning experiences of our students via direct support and career counseling from our transition specialist. Whether that's enrolling into a CTE program, community college registration, or support with job searching, resume writing, interview preparation, scholarship searching, etc. We are here to help you through the process as you prepare to pursue a new career and/or post-secondary education!

## Programs Offered

- Dental Assisting
- Medical Assisting
- Building Trades Pre-Apprenticeship Program

## Understanding the California Community College and University Systems

Your degree from a college or university reflects a general education and knowledge about many subjects. The college degree and university degree require you to earn credits in different areas identified as schools within the college or university. Here are how some schools are identified.

<b><u>School of Humanities</u></b>	<b><u>School of Sciences</u></b>	<b><u>School of Fine Arts</u></b>
English (Grammar and Writing)	Mathematics *	Music
Modern & Classical Literature	Chemistry & Physics	Dance
American History I & II	Physical Science	Theater
World History I & II	Engineering	Film & T.V.
Multicultural Studies	Computers	Visual Media
Foreign Languages	Forensic Criminology	
Linguistics		
Philosophy		

To earn the A.A.degree (Associate of Arts) you will need to complete a minimum of 60 units from the above schools within the college. If you choose not to complete the A.A. degree, then you can transfer 60 units from the college to a California State University or University of California school. To earn the B.A.degree (Bachelor of Arts) or B.S. degree (Bachelor of Science) you will need to complete a minimum of 120 units from the above schools within the university. The Cal-State system requires a minimum of 2.0 GPA (grade point average) on all transferred and academic work completed at the Cal-State school. The U.C. system requires a minimum of 3.0 GPA (grade point average) on all transferred and completed academic work at the U.C. school. Financial aid is available at all of California's public colleges and universities. Check with the college or university you wish to attend for the eligibility requirements. Student loans are also available but these loans charge interest and require repayment and there is no legal option to discharge or erase this debt, so it will always follow you as a financial liability and affect future financial opportunities.

Contact our **Transition Specialist** for more information: **Stephanie Villa-Lopez**

[svillalopez@santacruzcoe.org](mailto:svillalopez@santacruzcoe.org)

### **Mental Health Services**

We offer mental health support directly through an assigned counselor as well as through community referrals. Students are provided direct support as well as connected to community services provided throughout the school year. We work intentionally to ensure access program-wide and continue to increase the availability of our mental health support team.

**Blanca Corrales**

**Mental Health Counselor**

**(831) 466-5695**

**[bcorrales@santacruzcoe.org](mailto:bcorrales@santacruzcoe.org)**

### **Plazas Comunitarias**

CAC is proud to partner with the Watsonville Public Library, INEA (Instituto Nacional para la Educación de los Adultos) and the Mexican Consulate to offer free basic skills education classes in Spanish, known as Plaza Comunitaria. The Plaza Comunitaria classes aim to help adult learners who have immigrated from a Spanish-speaking country finish or begin their elementary or secondary education in Spanish. In addition, interested students develop the skills necessary to pass high school equivalency exams (GED) in Spanish.

CAC and the Watsonville Public Library are proud to be in partnership with Plaza Comunitaria and INEA to support the ongoing adult education and literacy of Spanish-speaking immigrants. The program includes the following services:

- Basic education (primary and secondary level literacy) for youth and adults in educational remediation, both in classrooms and online with the goal of facilitating participants in the beginning and finishing of their studies and receiving a diploma from the Mexican Education System.
- Access to new information and communication technologies for the development of reading, writing, communication, logical reasoning, and the information needed for participants to find employment.
- Support in activities related to computer use, Internet, interactive CDs, and e-mail.
- Support for communities by providing meeting space for educational, recreational, and cultural events, according to local interests and needs.
- Provision of permanent venues where applicants can take printed and/or online exams and obtain certification of primary and secondary studies.

# 2024-2025 Academic Calendar



## SANTA CRUZ COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent

400 Encinal Street

Santa Cruz, CA 95060

### 2024-2025 Santa Cruz County Office of Education and Student Program Calendar

2024	M	T	W	TH	F
July					
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
Aug.					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Sept.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
Oct.					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
Nov.					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec.					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Total School Days: 180  
Total Teacher Days: 185  
Board Approved: April 18, 2024

#### NOTABLE DATES

July 4	Legal Holiday
Aug. 7	Orientation Day
Aug. 8	Staff Development
Aug. 9	Teacher Work Day
Aug. 12	First Day of School
Sept. 2	Labor Day
Oct. 17	Staff Development
Nov. 11	Veterans Day
Nov. 27	Board Holiday
Nov. 28	Thanksgiving Day
Nov. 29	Board Holiday
Dec. 24	Board Holiday
Dec. 25	Legal Holiday
Dec. 31	Board Holiday
Jan. 01	Legal Holiday
Jan. 06	Staff Development
Jan. 07	1 <sup>st</sup> day of Semester
Jan. 20	ML King, Jr. Day
Feb. 10	Lincoln's Birthday
Feb. 17	Presidents' Day
May 26	Memorial Day
May 30	Last Student Day
June 19	Juneteenth

#### LEGEND

	Legal Holiday
	Board Holiday
	Orientation Day/Teacher work Day
	Breaks
	Start/End of the Semester
	Alt. Ed Staff Dev. (No School)
	Special Ed Staff Dev. (No School)

2025	M	T	W	TH	F
Jan.					
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Feb.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Mar.					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
Apr.					
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
May					
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
June					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

## **Computer & Internet Use**

All students are required to sign the **Computer and Internet User Agreement** prior to any use of computers or the Internet on campus. This agreement states the rules and procedures that a student must follow in order to use a computer on campus and to access the internet. The form can be found at <https://registration.powerschool.com/family>. CAC provides students with Chromebooks and hotspots to use while enrolled.

## **Sexual Harassment**

Sexual harassment of or by any employee or student will not be allowed nor tolerated. Sexual harassment is prohibited by the Santa Cruz County Office of Education and Career and Adult Learning Services and may result in disciplinary action to the offending employee or student. Sexual harassment means unwelcomed sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone under any of the conditions delineated in California Education Code § 212.5.

## **Drug and Alcohol-Free Workplace**

The following are strictly prohibited by CAC policy:

- Being under the influence of, or impaired by, an illegal or controlled substance, alcohol or marijuana while on the job.
- Using or possessing illegal or controlled substances, alcohol or marijuana while on the job (including the illegal use of prescription drugs and possessing drug paraphernalia)
- Distributing, selling, or purchasing of an illegal or controlled substance, alcohol or marijuana while on the job.

Violation of these rules and standards of conduct will not be tolerated.

## **Dress Code**

CAC expects all students to display appropriate and professional dress. All clothes must conform to campus, classroom, and professional workplace standards. As such, any clothing that denotes gang affiliation colors or professional sports affiliation is not allowed. Graphics on clothing and accessories (hats, purses, bags, etc.) in the form of statements or pictures that are offensive in nature are not allowed. Statements or pictures referring to violence, drugs, alcohol, gang affiliation, sexual suggestions, or that are racially demeaning are not allowed.

## **Nondiscrimination in Santa Cruz County Office of Education Programs and Activities**

The County Board of Education (CBE) is committed to providing equal opportunity for all individuals in education. Santa Cruz County Office of Education (SCCOE) programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. SCCOE programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. All allegations of unlawful discrimination in SCCOE programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

## **Access for Individuals with Disabilities**

SCCOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services,

activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the SCCOE provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies, or other modifications to increase accessibility to SCCOE and school websites, note-takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or director if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

# Acknowledgment of Handbook

My signature below indicates I have received a copy of the Career Advancement Charter School Handbook.

I understand this handbook contains information regarding:

- District and School Administration
- Admission, Office Hours
- Student Rights and Responsibilities
- Policies regarding Conduct, Electronic Communication Devices and Computers
- Dress Code, Discipline, Attendance and Sexual Harassment
- Complaint Procedures
- Description of programs and classes, including any possible fees
- Student Support Services available

I acknowledge I have received the Career Advancement Charter School handbook and that it is my responsibility to be aware of the rules, guidelines, and expectations set forth. I also understand that Career Advancement Charter School may revise, supplement, or rescind policies or procedures described in the handbook as necessary.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Acknowledgement of Receipt of Handbook  
2024-2025

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2024-25 ESTIMATED ACTUALS

Resource Management	UNRESTRICTED PROGRAMS					Total Unrestricted	RESTRICTED PROGRAMS												Total Restricted	Total General Fund
	0000	0000	0700	1100	1400		3182	3310	6266	6300	6500	6546	6770	7412	7413	7435	7690	9010		
	0000	4000	4000	4000	4000		7511	4000	9002	4000	4000	4000	4000	8521	8521	8523	0000	9651		
Program Title	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY:UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	EDUCATOR EFFECTIVENESS	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	A–G ACCESS/SUCCESS GRANT	8521 A-G LEARNING LOSS MITIGATION	8523 LEARN RECOVER EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL		
Revenues																				
LCFF Revenues 8000-8099	-	2,760,707	156,560	-	45,036	2,962,303	-	-	-	-	-	-	-	-	-	-	-	-	-	2,962,303
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	8,666	-	26,550	-	35,216	-	-	-	10,800	211,710	9,078	19,804	-	-	-	89,959	-	341,351	376,567
Other Local Revenues 8600-8799	53,855	55,000	-	-	-	108,855	-	-	-	-	-	-	-	-	-	-	-	401,372	401,372	510,227
Total Revenue	53,855	2,824,373	156,560	26,550	45,036	3,106,374	163,444	3,245	-	10,800	211,710	9,078	19,804	-	-	-	89,959	401,372	909,412	4,015,785
Expenditures																				
1000 - Certificated Salaries	-	812,304	-	-	17,775	830,079	46,050	-	-	-	155,180	-	4,500	-	-	-	-	293,770	499,500	1,329,579
2000 - Classified Salaries	-	512,276	94,760	-	-	607,037	47,253	-	-	-	-	-	-	-	-	-	-	6,146	53,399	660,436
3000 - Employee Benefits	-	626,661	62,319	-	8,850	697,830	56,825	-	-	-	65,625	-	1,185	-	-	-	89,959	100,755	314,349	1,012,180
4000 - Books and Supplies	-	286,734	(519)	19,800	18,371	324,385	(58)	3,009	-	58,553	-	-	-	12,338	4,626	-	-	701	79,170	403,555
5000 - Services & Operating Exp.	-	325,952	-	8,215	40	334,207	1,506	-	-	9,950	-	8,418	-	-	-	-	-	-	19,874	354,081
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,868	236	-	-	17,290	659	-	966	362	-	-	-	31,381	31,381
Total Expenditures	-	2,563,928	156,560	28,015	45,036	2,793,539	163,444	3,245	-	68,503	238,096	9,078	5,685	13,304	4,988	-	89,959	401,372	997,674	3,791,212
Interfund Transfers																				
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance	(53,645)	1,470,072	-	88,472	(0)	1,504,899	-	-	21,259	59,119	110,983	-	19,738	13,304	4,988	94,381	-	-	323,771	1,828,671
Net Increase (Decrease)	53,855	260,445	-	(1,465)	-	312,835	0	-	-	(57,703)	(26,386)	-	14,119	(13,304)	(4,988)	-	-	0	(88,262)	224,573
Ending Fund Balance	210	1,730,517	-	87,007	(0)	1,817,735	0	-	21,259	1,416	84,597	-	33,857	-	-	94,381	-	0	235,509	2,053,244



CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2025-26 ADOPTED BUDGET

Resource Management  Program Title	UNRESTRICTED PROGRAMS					Total Unrestricted	RESTRICTED PROGRAMS											Total Restricted	Total General Fund
	0000	0000	0700	1100	1400		3182	3310	6266	6300	6500	6546	6770	7435	7690	9010	9010		
	0000	4000	4000	4000	4000		7511	4000	9002	4000	4000	4000	4000	8523	0000	4000	9651		
	GENERAL OPERATIONS	GENERAL OPERATIONS	LCFF SUPP/CONC	LOTTERY:UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	EDUCATOR EFFECTIVENESS	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	LEARN RECOVER EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL	OTHER RESTRICTED LOCAL		
Revenues																			
LCFF Revenues 8000-8099	-	2,662,560	145,018	-	43,000	2,850,578	-	-	-	-	-	-	-	-	-	-	-	-	2,850,578
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	12,279	-	41,065	-	53,344	-	-	-	17,630	211,710	9,078	19,804	-	89,959	-	-	348,181	401,525
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	-	82,500	401,372	483,872	538,872
Total Revenue	-	2,729,839	145,018	41,065	43,000	2,958,922	163,444	3,245	-	17,630	211,710	9,078	19,804	-	89,959	82,500	401,372	998,742	3,957,664
Expenditures																			
1000 - Certificated Salaries	-	922,174	-	-	27,774	949,948	46,050	-	-	-	183,506	-	5,000	10,000	-	-	296,465	541,020	1,490,968
2000 - Classified Salaries	-	578,547	84,452	-	-	662,999	29,297	-	-	-	-	-	-	10,000	-	79,536	6,425	125,258	788,257
3000 - Employee Benefits	-	802,374	56,590	-	14,258	873,222	38,760	-	-	-	81,257	-	1,220	6,330	89,959	59,418	98,303	375,246	1,248,469
4000 - Books and Supplies	-	106,777	3,976	20,801	928	132,482	36,590	3,022	-	5,000	-	-	-	-	-	-	179	44,791	177,273
5000 - Services & Operating Exp.	-	502,254	-	9,015	40	511,309	1,530	-	19,800	10,000	-	8,455	-	-	-	(56,454)	-	(16,669)	494,640
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	1,459	-	19,513	623	-	1,941	-	-	-	34,976	34,976
Total Expenditures	-	2,912,126	145,018	29,816	43,000	3,129,960	163,444	3,245	21,259	15,000	284,275	9,078	6,220	28,270	89,959	82,500	401,372	1,104,623	4,234,582
Interfund Transfers																			
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance	210	1,730,517	-	87,007	(0)	1,817,735	0	-	21,259	1,416	84,597	-	33,857	94,381	-	-	0	235,509	2,053,244
Net Increase (Decrease)	-	(182,287)	-	11,249	-	(171,038)	-	-	(21,259)	2,630	(72,565)	-		(28,270)	-	(0)	-	(119,465)	(290,502)
Ending Fund Balance	210	1,548,231	-	98,256	(0)	1,646,697	0	-	-	4,046	12,032	-		66,111	-	(0)	0	82,188	1,728,885

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2026-27 PROJECTED BUDGET

							RESTRICTED PROGRAMS												
Resource Management	0000	0000	0700	1100	1400	Total Unrestricted	3182	3310	6300	6500	6546	6770	7435	7690	7810	9010	9010	Total Restricted	Total General Fund
	0000	4000	4000	4000	4000		7511	4000	4000	4000	4000	4000	8523 LEARN RECOV EMERG BLOCK GRANT	0000	9475	4000	9651		
Program Title	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY: UNRESTRICTED	EDUCATION PROTECTION ACCT		CSI	SpEd: TITLE I	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28		STRS ON-BEHALF PENSION	OTHER RESTRICTED STATE	OTHER RESTRICTED LOCAL	OTHER RESTRICTED LOCAL		
Revenues																			
LCFF Revenues 8000-8099	-	2,814,750	143,388	-	45,000	3,003,138	-	-	-	-	-	-	-	-	-	-	-	-	3,003,138
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	-	-	166,689	166,689
Other State Revenues 8300-8599	-	13,302	-	42,975	-	56,277	-	-	18,450	211,710	9,078	19,804	-	89,959	-	-	-	349,001	405,278
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	-	-	401,372	401,372	456,372
Total Revenue	-	2,883,052	143,388	42,975	45,000	3,114,415	163,444	3,245	18,450	211,710	9,078	19,804	-	89,959	-	-	401,372	917,062	4,031,477
Expenditures																			
1000 - Certificated Salaries	-	933,772	(2,376)	-	28,051	959,447	46,510	-	-	185,341	-	5,050	14,100	-	-	-	290,464	541,464	1,500,912
2000 - Classified Salaries	-	664,795	85,313	-	-	750,109	29,596	-	-	-	-	-	10,102	-	-	0	6,491	46,189	796,297
3000 - Employee Benefits	-	935,993	60,451	-	15,470	1,011,915	42,054	-	-	88,164	-	1,324	7,868	89,959	-	(0)	104,418	333,786	1,345,701
4000 - Books and Supplies	-	106,777	(0)	45,801	1,438	154,016	32,536	3,022	5,000	-	-	-	-	-	-	-	(0)	40,558	194,574
5000 - Services & Operating Exp.	-	445,800	-	9,015	40	454,855	1,530	-	10,000	-	8,455	-	-	-	-	0	-	19,985	474,840
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	-	19,513	623	-	1,941	-	-	-	-	33,517	33,517
Total Expenditures	-	3,087,138	143,388	54,816	45,000	3,330,342	163,444	3,245	15,000	293,017	9,078	6,374	34,010	89,959	-	0	401,372	1,015,499	4,345,841
Interfund Transfers																			
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Contributions (8980)	-	(69,275)	-	-	-	(69,275)	-	-	-	69,275	-	-	-	-	-	-	-	69,275	-
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers	-		-	-	-	(69,275)	-	-	-	69,275	-	-	-	-	-	-	-	69,275	-
Beginning Balance	210	1,548,231	-	98,256	(0)	1,646,697	0	-	4,046	12,032	-	-	66,111	-	-	(0)	0	82,188	1,728,885
Net Increase (Decrease)	-	(204,086)	-	(11,841)	-	(215,927)	-	-	3,450	(12,032)	-	13,430	(34,010)	-	-	-	-	(29,162)	(314,364)
Ending Fund Balance	210	1,344,145	-	86,415	-	1,430,770	-	-	7,496	-	-	13,430	32,101	-	-	-	-	53,027	1,414,521

CAREER ADVANCEMENT CHARTER  
2025-26 ADOPTED BUDGET  
2027-28 PROJECTED BUDGET

Resource Management							RESTRICTED PROGRAMS											
	0000	0000	0700	1100	1400		3182	3310	6300	6500	6546	6770	7435	7690	9010			
	0000	4000	4000	4000	4000		7511	4000	4000	4000	4000	4000	8523	0000	9651			
Program Title	LCFF / Unrestricted	LCFF / Unrestricted	LCFF SUPP/CONC	LOTTERY:UN RESTRICTED	EDUCATION PROTECTION ACCT	Total Unrestricted	CSI	SpEd: TITLE I	LOTTERY: RESTRICTED	SpEd: STATE LOCAL ASSIST	SpEd: MENTAL HEALTH	ART & MUSIC IN SCHOOLS PROP 28	LEARN RECOV EMERG BLOCK GRANT	STRS ON-BEHALF PENSION	OTHER RESTRICTED LOCAL	Total Restricted	Total General Fund	
Revenues																		
LCFF Revenues 8000-8099	-	2,969,695	150,835	-	47,000	3,167,530	-	-	-	-	-	-	-	-	-	-	3,167,530	
Federal Revenues 8100-8299	-	-	-	-	-	-	163,444	3,245	-	-	-	-	-	-	-	166,689	166,689	
Other State Revenues 8300-8599	-	14,398	-	44,885	-	59,283	-	-	19,270	211,710	9,078	19,804	-	89,959	-	349,821	409,104	
Other Local Revenues 8600-8799	-	55,000	-	-	-	55,000	-	-	-	-	-	-	-	-	401,372	401,372	456,372	
Total Revenue	-	3,039,093	150,835	44,885	47,000	3,281,813	163,444	3,245	19,270	211,710	9,078	19,804	-	89,959	401,372	917,882	4,199,695	
Expenditures																		
1000 - Certificated Salaries	-	943,110	(2,400)	-	28,332	969,042	46,975	-	-	187,194	-	5,101	11,983	-	283,891	535,144	1,504,185	
2000 - Classified Salaries	-	671,576	86,184	-	-	757,760	29,898	-	-	-	-	-	10,205	-	6,557	46,660	804,420	
3000 - Employee Benefits	-	1,015,553	65,589	-	16,785	1,097,928	45,629	-	-	95,658	-	1,436	7,972	89,959	110,925	351,578	1,449,506	
4000 - Books and Supplies	-	106,777	1,462	55,801	1,843	165,883	28,194	3,022	5,000	-	-	-	-	-	(0)	36,216	202,099	
5000 - Services & Operating Exp.	-	445,800	-	9,015	40	454,855	1,530	-	10,000	-	8,455	-	-	-	-	19,985	474,840	
6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7100-7200 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7300 - Indirect Costs	-	-	-	-	-	-	11,218	223	-	19,513	623	-	1,941	-	-	33,517	33,517	
Total Expenditures	-	3,182,816	150,835	64,816	47,000	3,445,467	163,444	3,245	15,000	302,365	9,078	6,537	32,101	89,959	401,372	1,023,100	4,468,567	
Interfund Transfers																		
Transfers In 89XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers Out 76XX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unrestricted Contributions (8980)	-	(90,655)	-	-	-	(90,655)	-	-	-	90,655	-	-	-	-	-	90,655	-	
Restricted Contributions (8990)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Transfers	-	(90,655)	-	-	-	(90,655)	-	-	-	90,655	-	-	-	-	-	90,655	-	
Beginning Balance	210	1,344,145	-	86,415	-	1,430,770	-	-	7,496	-	-	13,430	32,101	-	-	53,027	1,483,797	
Net Increase (Decrease)	-	(234,378)	-	(19,931)	-	(254,309)	0	-	4,270	0	-	13,267	(32,101)	0	0	(14,563)	(268,872)	
Ending Fund Balance	210	1,109,767	-	66,484	-	1,176,461	0	-	11,766	0	-	26,697	0	0	0	38,464	1,214,925	

# Assumptions

## 2025-26 Charter Renewal

### Career Advancement Charter

LCFF Planning Factors	2023-24	2024-25	2025-26	2026-27	2027-28
Statutory Cost-of-Living Adjustment (COLA) & Department of Finance (DOF) Latest Estimates	8.22%	1.07%	2.93%	3.08%	3.30%
Department of Finance Estimated Funded COLA					
SSC Estimated Statutory COLA	8.22%	1.07%	2.43%	3.52%	3.63%
<b>Santa Cruz COE COLA Used</b>	<b>8.22%</b>	<b>1.07%</b>	<b>1.00%</b>	<b>1.00%</b>	<b>1.00%</b>

Other Planning Factors	2023-24	2024-25	2025-26	2026-27	2027-28
California Consumer Price Index (CPI)	3.46%	2.85%	2.92%	2.70%	2.76%
California Lottery - Unrestricted per ADA	\$211.00	\$191.00	\$191.00	\$191.00	\$191.00
California Lottery - Restricted per ADA	\$102.00	\$82.00	\$82.00	\$82.00	\$82.00
Mandate Block Grant District Grades k-8 per ADA	\$37.81	\$38.21	\$39.14	\$40.52	\$41.99
Mandate Block Grant District Grades 9-12 per ADA	\$72.84	\$73.62	\$75.41	\$78.06	\$80.89
Mandate Block Grant Charter Grades k-8 per ADA	\$19.85	\$20.06	\$20.55	\$21.27	\$22.04
Mandate Block Grant Charter Grades 9-12 per ADA	\$55.17	\$55.76	\$57.11	\$59.12	\$61.27
Interest Rate for Ten-Year Treasuries	4.26%	4.39%	4.49%	4.41%	4.30%
CalSTRS Employer Contribution Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Contribution Rate	26.68%	27.05%	27.40%	27.50%	28.50%
Minimum Wage	\$16.00	\$16.50	\$16.90	\$17.40	\$17.80

Average Daily Attendance (ADA)	2023-24	2024-25	2025-26	2026-27	2027-28
Alternative Education Current Year	914.48	884.36	887.62	877.07	866.71
Alternative Education <b>Funded</b>	946.67	905.98	906.01	893.31	887.68
District Funded Special Education	61.05	91.86	91.86	91.86	91.86
Countywide ADA	34,262.62	33,994.39	33,728.85	33,465.96	33,205.70

Career Advancement Charter	155.41	225.18	215.00	225.00	235.00
<i>Cypress Charter High School (closed 2019-20)</i>	-	-	-	-	

Salary and Benefits	2023-24	2024-25	2025-26	2026-27	2027-28
Certificated Step & Column	1.30%	1.30%	1.30%	1.30%	1.30%
Classified Step & Column	1.20%	1.20%	1.20%	1.20%	1.20%
Health & Welfare	7.00%	8.50%	8.50%	8.50%	8.50%

Employer Rates on Payroll (Other than H&W)	2023-24	2024-25	2025-26	2026-27	2027-28
CalSTRS	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS	26.68%	27.05%	27.40%	27.50%	28.50%
Social Security (FICA/OASDI)	6.20%	6.20%	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%
Unemployment Insurance (SUI)	0.05%	0.05%	0.05%	0.05%	0.05%
Workers Compensation	1.92%	1.92%	1.92%	1.92%	1.92%
Retiree Benefits (OPEB)	1.95%	1.95%	1.95%	1.95%	1.95%

Guiding documents: School Services of California (SSC) Dartboard & Fiscal Reports and BASC Common Message

**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2025-26 PROJECTED PROPOSED BUDGET  
FORM CASH**

		2025-26 PROJECTED PROPOSED BUDGET	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	2,053,243	2,053,243	2,144,472	1,944,624	1,936,938	1,878,388	1,833,791	1,743,450	1,639,082	1,585,337	1,502,984	1,454,810	1,413,117	1,591,117	2,053,243
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	2,850,578	142,529	142,529	256,552	248,237	258,881	258,881	258,881	258,502	272,606	258,502	258,502	224,463	11,513	2,850,578
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	166,689	-	-	-	-	-	-	1,794	-	-	-	58,040	52,919	53,937	166,689
Other State Rev	8300-8599	401,525	841	349	-	-	-	-	-	-	-	-	7,711	186,570	206,054	401,525
Other Local Rev	8600-8799	538,872	83,363	3,858	6,351	5,606	6,022	6,829	7,127	6,822	7,225	232,820	9,014	146,134	17,700	538,872
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		3,957,664	226,733	146,736	262,903	253,843	264,903	265,710	267,802	265,324	279,831	491,322	333,267	610,086	289,204	3,957,664
C. Disbursements																
Certificated Salary	1000-1999	1,490,968	11,006	130,214	115,191	129,772	135,416	145,383	143,102	130,261	145,685	143,635	139,714	90,899	30,691	1,490,968
Classified Salary	2000-2999	788,257	36,148	70,674	58,794	59,950	67,476	77,654	72,704	68,466	70,759	64,897	63,770	53,728	23,237	788,257
Employee Benefits	3000-3999	1,248,469	27,419	107,658	92,286	94,245	101,545	113,788	112,685	109,898	108,135	106,964	105,936	173,730	(5,821)	1,248,469
Supplies/Services	4000-5999	671,913	19,982	4,593	8,390	63,503	5,063	19,226	44,922	13,689	32,276	212,251	13,343	98,561	136,115	671,913
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7000-7499	34,976	-	-	3,811	-	-	-	-	-	5,177	11,749	-	15,168	(928)	34,976
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		4,234,583	94,555	313,138	278,472	347,470	309,500	356,051	373,412	322,314	362,032	539,496	322,763	432,086	183,294	4,234,583
Accounts Receivable	9120-9330	(135,022)	32,598	30,852	23,128	35,076	-	-	1,297	3,245	-	-	8,826	-	-	135,022
Accounts Payable	9510-9659	214,320	(73,546)	(64,298)	(15,246)	-	-	-	(54)	-	(153)	-	(61,023)	-	-	(214,320)
D. Net Cash Flow			91,229	(199,848)	(7,686)	(58,550)	(44,597)	(90,341)	(104,367)	(53,745)	(82,354)	(48,174)	(41,693)	178,000	105,910	(356,216)
E. Ending Cash			2,144,472	1,944,624	1,936,938	1,878,388	1,833,791	1,743,450	1,639,082	1,585,337	1,502,984	1,454,810	1,413,117	1,591,117	1,697,027	1,697,027

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape  
Enter in Ending Cash Balance from Fiscal12a report here  
Variance

(2,144,472.31)	(1,944,624.12)	(1,936,937.72)	(1,878,388)	(1,833,791)	(1,743,450)	(1,639,082)	(1,585,337)	(1,502,984)	(1,454,810)	(1,413,117)
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**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2024-25 ESTIMATED ACTUALS  
FORM CASH**

		2024-25 ESTIMATED ACTUALS	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	1,907,968	1,907,968	1,951,526	1,814,093	1,791,180	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	2,080,262	2,143,513	2,058,962	1,907,968
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	2,962,303	101,359	101,719	201,273	182,446	182,446	190,216	182,446	358,421	376,628	358,421	320,593	320,593	85,742	2,962,303
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	166,689	-	-	-	43,596	-	-	-	(3,245)	-	-	58,040	58,040	10,259	166,689
Other State Rev	8300-8599	376,567	1,635	342	4,237	3,086	11,610	20,043	73,009	32,413	18,064	4,084	7,232	7,232	193,579	376,566
Other Local Rev	8600-8799	510,227	60,885	7,199	6,351	6,100	5,899	5,816	6,035	5,449	144,065	-	8,535	8,535	245,358	510,226
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		4,015,785	163,879	109,259	211,862	235,227	199,955	216,076	261,490	393,038	538,757	362,505	394,400	394,400	534,938	4,015,785
C. Disbursements																
Certificated Salary	1000-1999	1,329,579	13,697	89,596	105,381	116,565	119,633	120,185	116,852	112,147	120,109	124,590	124,590	124,590	41,642	1,329,579
Classified Salary	2000-2999	660,436	24,595	48,987	49,720	45,613	45,964	59,078	67,697	51,939	56,417	53,429	53,429	53,429	50,139	660,436
Employee Benefits	3000-3999	1,012,180	22,339	70,012	70,451	74,395	79,129	76,302	87,082	80,287	85,193	85,887	85,887	85,887	109,330	1,012,180
Supplies/Services	4000-5999	757,636	18,742	4,651	15,056	44,042	11,811	1,665	34,000	2,644	59,852	15,045	15,045	215,045	320,039	757,636
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7000-7499	31,381	-	-	2,048	1,328	-	-	4,498	-	-	4,000	-	-	19,507	31,381
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		3,791,212	79,374	213,246	242,657	281,944	256,537	257,229	310,129	247,018	321,570	282,951	278,951	478,951	540,657	3,791,213
Accounts Receivable	9120-9330	(135,022)	32,598	30,852	23,128	35,076	-	-	1,297	3,245	-	-	8,826	-	-	135,022
Accounts Payable	9510-9659	214,320	(73,546)	(64,298)	(15,246)	-	-	-	(54)	-	(153)	-	(61,023)	-	-	(214,320)
D. Net Cash Flow			43,557	(137,432)	(22,913)	(11,640)	(56,582)	(41,153)	(47,395)	149,265	217,034	79,554	63,251	(84,552)	(5,719)	145,274
E. Ending Cash			1,951,526	1,814,093	1,791,180	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	2,080,262	2,143,513	2,058,962	2,053,243	2,053,243

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape

Enter in Ending Cash Balance from Fiscal12a report here  
Variance

1,951,525.65	1,814,093.49	1,791,180.48	1,779,540	1,722,958	1,681,805	1,634,409	1,783,674	2,000,708	1,965,195	-	-
-	-	-	-	-	-	-	-	-	(115,067)	(2,143,513)	-

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**SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER  
2023-24 UNAUDITED ACTUALS  
FORM CASH**

		2023-24 UNAUDITED ACTUALS	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. Beginning Cash	9110	1,532,541	1,532,541	1,505,925	1,405,292	1,531,700	1,615,668	1,608,770	1,597,477	1,543,072	1,544,119	1,537,505	1,572,617	1,637,611	1,907,968	1,532,541
B. Receipts																
Revenue Limit:																
State Aid	8010-8019	1,771,848	96,013	89,397	167,813	154,298	160,914	167,813	160,914	191,757	200,524	191,757	191,757	251,404	(252,513)	1,771,848
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	181,596	44,588	-	-	-	-	-	1,954	-	-	-	63,230	57,652	14,172	181,596
Other State Rev	8300-8599	266,446	558	558	11,037	26,042	20,076	31,833	12,500	5,117	16,641	33,463	5,117	123,805	(20,301)	266,446
Other Local Rev	8600-8799	386,830	59,842	3,717	3,895	4,024	4,323	4,902	5,116	4,897	5,186	167,130	6,471	104,903	12,423	386,830
Interfund Transfers	8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing	8931-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Receipts		2,606,720	201,001	93,672	182,745	184,364	185,313	204,548	180,484	201,771	222,351	392,350	266,575	537,763	(246,219)	2,606,720
C. Disbursements																
Certificated Salary	1000-1999	1,019,312	7,524	89,022	78,751	88,720	92,578	99,392	97,833	89,054	99,599	98,197	95,516	62,144	20,982	1,019,313
Classified Salary	2000-2999	426,298	19,549	38,221	31,797	32,422	36,492	41,996	39,319	37,027	38,267	35,097	34,487	29,057	12,567	426,297
Employee Benefits	3000-3999	732,234	16,081	63,142	54,126	55,275	59,557	66,737	66,090	64,456	63,422	62,735	62,132	101,893	(3,414)	732,234
Supplies/Services	4000-5999	475,637	14,145	3,251	5,939	44,953	3,584	13,610	31,799	9,690	22,847	150,249	9,445	69,770	96,354	475,637
Capital Outlays	6000-6599	50,000	-	-	-	-	-	-	-	-	-	-	-	46,608	3,392	50,000
Other Outgo	7000-7499	32,631	-	-	3,555	-	-	-	-	-	4,830	10,961	-	14,151	(866)	32,631
Interfund Transf Out	7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Financing Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements		2,736,111	57,300	193,636	174,168	221,369	192,211	221,736	235,041	200,227	228,965	357,239	201,581	323,623	129,015	2,736,111
Accounts Receivable	9120-9330	(340,274)	(56,230)	-	132,346	220,169	-	5,894	-	-	-	-	-	-	65,000	367,179
Accounts Payable	9510-9659	289,987	(114,088)	(669)	(14,515)	(99,195)	-	-	152	(497)	-	1	-	56,217	-	(172,594)
D. Net Cash Flow			(26,616)	(100,633)	126,408	83,969	(6,898)	(11,293)	(54,406)	1,047	(6,614)	35,112	64,994	270,358	(310,234)	65,193
E. Ending Cash			1,505,925	1,405,292	1,531,700	1,615,668	1,608,770	1,597,477	1,543,072	1,544,119	1,537,505	1,572,617	1,637,611	1,907,968	1,597,734	1,597,734

ACTUAL = PURPLE  
TENTATIVE = BLUE  
PROJECTED = ORANGE

\*use the Fiscal12a report from Escape

Enter in Ending Cash Balance from Fiscal12a report here  
Variance

[illegible]

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

## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 16.0

**Board Meeting Date:** June 12, 2025

☐

**Action**

☒

**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Santa Cruz County Board of Education

**SUBJECT:** Trustee Reports

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### BACKGROUND

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.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Receive the reports.





June 9, 2025

**TO:** Santa Cruz County Board of Education  
**FROM:** Greg Larson, Board Trustee (Area 3)  
**SUBJECT:** Trustee Report

Here is a summary of my COE-related engagements and public representation since our prior regular meeting on May 15, **with COE meetings and events in bold.**

All 30 of the end-of-the-school-year events were impressive, including not only COE's most inspiring graduations, but also the promotions, receptions, performances and other graduations from the public and private schools throughout the area of the County I represent, and beyond. I so enjoyed seeing families and educational staff I previously knew at nearly all of the school events I attended. **The wide variety of quality educational offerings and celebrations is of incredible value to our community.**

**MAY:**

- 19 CSBA Webinar: Governor's May Revise – Budget Impacts on Schools**
- 21 Bayview Elementary Volunteers Appreciation Coffee  
Westside Coastal Rail Trail Ribbon Cutting (Bay Ave. to the Wharf)  
Westlake Elementary Year-End Musical Performance
- 22 Gateway School Student Talent Show  
Annual Bonny Doon Elementary Showcase ("Bonny Doon Day")  
Waldorf School Math Carnival
- 23 COE Alternative Education Graduation – El Nido**

- COE Alternative Education Graduation – London Nelson**
- 24    **26th Annual Black Graduation Celebration**
- 27    **COE Alternative Education Graduation – Oasis High School**  
**COE Alternative Education Graduation – Star Community & Star PLC**  
**COE Graduation – Career Advancement Charter**  
Santa Cruz County Pride Flag Raising and Rainbow Lighting at Clock Tower
- 28    **COE Alternative Education Graduation – SLV Highlands & Harvey West Cottage**  
Westlake Elementary 5th Grade Promotion Ceremony and Celebration  
Spring Hill Elementary Students Showcase – Spanish Marketplace  
Kirby School 8th Grade Step Up  
**COE Career & Adult Learning – Medical & Dental Assistant Programs**
- 29    Gateway School – Graduation Coffee  
Bayview Elementary 5th Grade Promotion  
**COE Special Education Graduation**  
Springhill Elementary Graduation for All K to 6 Students due to school closing  
Branciforte Small Schools Check-in: Co-Principals Transition  
Gateway School Graduation  
Mission Hill Middle School 8th Grade Promotion  
Bonny Doon Elementary School 6th Grade Graduation
- 30    **COE Alternative Education Graduation – Cypress High School**  
Santa Cruz High School Graduation (including my son!)
- 31    Kirby High School Graduation

## **JUNE**

- 1    **50th Anniversary Pride Parade (with the COE Delegation)**  
Last Annual SF to LA LifeCycle AIDS Ride: End-of-Day-1 Cheering Section
- 2    Pacific Elementary 6th Grade Graduation  
ACCBE Webinar – Future of Education with Dr. Linda Darling Hammond
- 3    **CSBA Webinar – Managing Budget Challenges During Fiscal Uncertainty**
- 5    **CSBA – May Revision Workshop (at the COE)**
- 6    Mt. Madonna School 46 th Annual Year-End Production – *The Ramayana*

7 Waldorf School Graduation

8-10 25<sup>th</sup> Wedding Anniversary Trip to Big Sur!! (offline)\*

11 **BOE Budget Committee Meeting\***

\*Pending items this week immediately prior to next Board meeting

Please let me know if you have any questions or if you'd like additional information.

*Greg Larson*, Trustee

**Santa Cruz County Board of Education**

(representing Santa Cruz Westside, Harvey West, UCSC, South Felton, Bonny Doon, Davenport and the North Coast)