



**Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 15, 2026 05:30 PM
Boardroom and/or Zoom**

PUBLIC COMMENT:

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

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to vvalentin@santacruzcoe.org no later than 4:00 PM on Thursday, January 15, 2026. Each individual may only make one comment per topic.

ZOOM MEETING INFORMATION:

<https://santacruzcoe-org.zoom.us/j/86141835162>

Webinar ID: 861 4183 5162

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

President Williams will call the meeting to order and initiate a roll call.

Ed Acosta
Stacey Kyle
Greg Larson (Vice President)
Sue Roth
Abel Sanchez
Bruce Van Allen
Rachel Williams (President)

Vicente Guillén Martinez (Student Trustee)
Ash Immoor (Student Trustee)

1.1 Board Member Remote Attendance Approval

Per SB 707, Trustees may participate in the Board meeting remotely under certain

conditions of "just cause".

Board approval is not required.

2. LAND ACKNOWLEDGEMENT

President Williams will open the meeting with a land acknowledgement. This acknowledgement honors the original stewards of the land and affirms the Board's commitment to respect, reflection, and responsibility in our service to the community.

3. PLEDGE OF ALLEGIANCE

Superintendent Sabbah will lead the Pledge of Allegiance.

4. APPROVAL OF AGENDA

The board may approve agenda deletions or sequence changes, or approve the agenda as submitted.

5. PUBLIC COMMENT

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

6. STUDENT TRUSTEE REPORTS

Student trustees will report on matters, events, and activities related to advocating for students, maintaining community relations, and promoting student achievement.

7. BOARD ORGANIZATION

7.1 Appointments to Committees

Page 8

- Agenda Committee
- Budget Committee
- Policy Committee

- Community Outreach and Legislative Committee
- Other committees as determined necessary

8. 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.

8.1	Minutes of the Regular Board Meeting held on December 18, 2025	Page 10
8.2	Budget Revisions	Page 19
8.3	Alternative Education Court School Accountability Report Card (SARC)	Page 23
8.4	Alternative Education Community School Accountability Report Card (SARC)	Page 46
8.5	Career Advancement Charter School Accountability Report Card (SARC)	Page 69
8.6	Special Education School Accountability Report Card (SARC)	Page 93

9. DEFERRED CONSENT ITEMS (if required)

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

10. CORRESPONDENCE Page 118

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. REPORTS, DISCUSSIONS, AND PRESENTATIONS

11.1	Presentation on COE's Human Trafficking Awareness Efforts	Page 129
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Even before the Grand Jury's June 2025 findings, the COE had strong efforts in place to prevent human trafficking and raise awareness across our programs. Since the report, we have further strengthened and expanded this work. This item highlights our ongoing prevention and awareness efforts and the steps we are taking to keep students safe.

Presenter(s):

Dr. Faris Sabbah, County Superintendent of Schools

11.2 Interim Financial Certifications & COE Review Process

Page 130

This presentation provides an overview of the interim financial certification process and the Santa Cruz County Office of Education's statutory role when a school district submits a First Interim report with a Qualified or Negative certification. A Qualified certification indicates the district may be unable to meet its financial obligations in the current fiscal year or the subsequent two fiscal years, while a Negative certification indicates the district will be unable to meet those obligations during that period.

In cases where a district files a Qualified or Negative certification, the Santa Cruz County Office of Education (COE) serves as the required fiscal oversight authority. The COE reviews the district's interim report, supporting assumptions, and fiscal projections; may request additional information or corrective actions; and issues its own determination to approve, conditionally approve, or not approve the report.

Presenter(s):

Dr. Faris Sabbah, County Superintendent of Schools

Rebecca Olker, Interim Deputy Superintendent, Business Services

11.3 Disposal of Personal Property Worth Less than \$25,000

Page 132

Pursuant to Education Code section 1279(b), the County Superintendent is authorized to dispose of SCCOE personal property valued at less than \$25,000 with certification to the County Board of Education. The Superintendent intends to sell two adjoining portable buildings located at 251 Swift Street, Santa Cruz, to Santa Cruz City Schools for \$1.00. The buildings are over 20 years old, have an estimated removal cost exceeding their value, and are reasonably believed to be worth less than \$25,000. This item is informational only and submitted for Board review.

Presenter(s):

Rebecca Olker, Interim Deputy Superintendent, Business Services

Michelle Kennedy, Manager, Fiscal Services

12. NEW BUSINESS AND ACTION

12.1 Resolution #26-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts Page 134

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

Presenter(s):

Rebecca Olker, Interim Deputy Superintendent, Business Services

Motion & Roll Call Vote: Rachel Williams (President)

12.2 Resolution #26-02 Proclaiming January 2026 As Human Trafficking Prevention Month Page 138

Human trafficking is a serious public health issue and crime that impacts individuals, families, and communities across generations, disproportionately affecting vulnerable and marginalized populations. This resolution acknowledges the prevalence of human trafficking locally, statewide, and globally; recognizes the need for coordinated, community-wide prevention and response efforts; and affirms the County of Santa Cruz's commitment to providing person-centered, trauma-informed, and culturally and linguistically appropriate support for those impacted.

Presenter(s):

Bruce Van Allen, Community Outreach & Legislative Committee

Motion & Roll Call Vote: Rachel Williams (President)

12.3 Resolution #26-03 Recognizing February as Black History Month Page 141

The Santa Cruz County Board of Education recognizes February 2026 as National African American History Month, honoring the contributions of Black Americans to U.S. history, culture, and labor. This year's theme, "A Century of Black History Commemorations," marks the 100th anniversary of the first Black History Week in 1926 and explores the ongoing significance and impact of these annual celebrations. The Board reaffirms its commitment to equity, inclusion, and providing resources that promote understanding of Black history and the ongoing fight against systemic racism in schools and the community.

Presenter(s):

Bruce Van Allen, Community Outreach & Legislative Committee

Motion & Roll Call Vote: Rachel Williams (President)

12.4 Approval of the 2026-2027 Budget Calendar

Page 145

The Board will be asked to approve the 2026-2027 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by the administration.

Presenter(s):

Rebecca Olker, Interim Deputy Superintendent, Business Services

Melissa Lopez, Director, Fiscal Services

Motion & Voice Vote: Rachel Williams (President)

13. SUPERINTENDENT'S REPORT

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

14. 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.

15. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

16. 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.

January 24, 2026

County Board of Education - Special Meeting & Board Workshop

Santa Cruz County Office of Education

9:00 a.m.

February 19, 2026

County Board of Education - Regular Meeting

Santa Cruz County Office of Education

5:30 p.m.

March 19, 2026

County Board of Education - Regular Meeting

Santa Cruz County Office of Education

5:30 p.m.

17. ADJOURNMENT

President Williams will adjourn the meeting.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Rachel Williams, Board President

SUBJECT: Appointments to Committees

BACKGROUND

At the annual reorganization meeting, the Board approved appointments to its committees. Student Trustee Guillen Martinez was absent from that meeting and therefore was not appointed to a committee at that time. This agenda item provides the opportunity for President Williams to consider and approve a committee appointment for Student Trustee Guillen Martinez.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Appoint Student Trustee Guillen Martinez to the committee(s) of his choosing.

Board Meeting Date: January 15, 2026



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BOARD OF EDUCATION

Mr. Ed Acosta
Dr. Stacey Kyle
Mr. Greg Larson
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen
Ms. Rachel Williams

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2026 Board Committees

- I. **President:**
 - A. Rachel Williams
- II. **Vice President:**
 - A. Greg Larson
- III. **Regular Meeting Time:**
 - A. Third Thursday of Each Month at 5:30 p.m.
- IV. **Standing Committees:**
 - A. **Agenda Committee**
 1. Williams, Larson
- V. **Ad Hoc Committees:**
 - A. **Budget Committee**
 1. Larson, Roth, Kyle
 - B. **Policy Committee**
 1. Van Allen, Williams, Acosta
 2. Student Trustee Immoor
 - C. **Charter Schools Committee**
 1. Roth, Sanchez, Williams
 - D. **Community Outreach & Legislation Committee**
 1. Van Allen, Kyle, Acosta
 2. Student Trustee Immoor
- VI. **Other Appointments:**
 - A. **Chairperson, County Committee on School District Organization**
 1. Sanchez
 - B. **Santa Cruz County School Boards Association (SCZCSBA)**
 1. Larson
 - C. **Association of California County Boards of Education (ACCBE)**
 1. Sanchez



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: January 15, 2026

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Administration Office

SUBJECT: Minutes of the Regular Board Meeting held on December 18, 2025

BACKGROUND

Minutes of the Regular Board Meeting held on December 18, 2025, included herein.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.

Board Meeting Date: January 15, 2026



**Santa Cruz County Board of Education
Regular Board Meeting
Thursday, December 18, 2025 05:30 PM
Boardroom and/or Zoom**

MEETING MINUTES

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

Vice President Williams called the meeting to order at 5:30 p.m. and asked for a roll call.

Trustees Present:

Ed Acosta, Stacey Kyle, Greg Larson, Sue Roth, Abel Sanchez (President), Bruce Van Allen, Rachel Williams (Vice President)

Ash Immoor (Student Trustee)

Trustees Absent:

Vicente Guillén Martinez (Student Trustee)

Staff Present:

Dr. Faris Sabbah (County Superintendent), Lauren Fein, Verenise Figueroa, Nick Ibarra, Dr. Jennifer Izant Gonzales, Michelle Kennedy, Melissa Lopez, Hayley Newman, Rebecca Olker, Andres Ortiz, Liann Reyes, Dr. Marcia Russell, Dr. Michael Paynter

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.

President Sanchez requested remote attendance due to just cause as he is caregiving for a family member.

A motion was made to approve President Sanchez's remote attendance to the meeting (Van Allen/Roth, 6-0-1-0).

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

2. PUBLIC COMMENT ON CLOSED SESSION

No public comments were made.

3. CLOSED SESSION DISCLOSURE

Vice-President Williams disclosed that the Board would, in closed session, discuss matters relating to litigation matters.

4. CLOSED SESSION

4.1 Anticipated Litigation (Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2);)

A tort claim was brought pursuant to the Government Claims Act: (Claim #660285).

Staff present during the closed session were Dr. Faris Sabbah, Verenise Figueroa, Michelle Kennedy, Rebecca Olker, Liann Reyes, and Dr. Marcia Russell.

5. OPEN SESSION

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

6. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

7. REPORT OUT AND ACTION ON CLOSED SESSION

Vice-President Williams reported on the following action made during Closed Session.

The Board took unanimous action (Sanchez/Williams) to reject the Tort Claim presented to Santa Cruz County Office of Education (Claim #660285).

8. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented, tabling agenda item 15.4 and moving 15.1 before agenda item 10 (Van Allen/Larson, 7-0).

Student Trustee Immoor voted yes to this motion.

9. PUBLIC COMMENT

Xaloc Cabanes (*COE Staff Member*) shared his praises for the Computer Science playground night the County Office co-organized.

15.1 Retirement Recognitions

The Board recognized the important contributions of the following Santa Cruz County Office of Education employee who will be retiring this December:

- Liann Reyes, Deputy Superintendent-Business Services

- Laurie Stewart, Administrative Assistant, Educational Services

Dr. Sabbah recognized both Liann Reyes and Laurie Stewart. Dr. Russell also recognized Ms. Stewart for her contributions. Rebecca Olker, Melissa Lopez, and Michelle Kennedy also recognized Ms. Reyes for her contributions.

The Board shared their recognitions for the two retirees.

10. ANNUAL ORGANIZATION OF THE BOARD

10.1 Nominations for President of the Board

Vice-President Williams called for nominations for Board President.

Trustee Van Allen nominated Vice-President Williams. Vice-President Williams accepted the nomination.

No other nominations were made.

10.2 Election of the Board President

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

Student Trustee Immoor voted yes to this motion.

Following the vote, newly elected Board President Williams assumed all Board President duties.

10.3 Nominations for the Vice President of the Board

President Williams called for nominations for Board Vice-President.

Trustee Van Allen nominated Trustee Larson. Trustee Larson accepted the nomination.

No other nominations were made.

10.4 Election of Board Vice President

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

Student Trustee Immoor voted yes to this motion.

10.5 Appointment of Chairperson, County Committee on School District Organization

A motion was made to appoint Trustee Sanchez as Chairperson, County Committee on School District Organization (Van Allen/Roth, 7-0).

Student Trustee Immoor voted yes to this motion.

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

A motion was made to appoint Vice-President Larson as Board Representative to the Santa Cruz County School Board Association (SCZCSBA) (Immoor/Williams, 7-0).

Student Trustee Immoor voted yes to this motion.

10.7 Appointment of Representative to the Association of California County Boards of Education (ACCBE)

A motion was made to appoint Trustee Sanchez as Board Representative to the Association of California County Boards of Education (ACCBE) (Larson/Kyle, 7-0).

Student Trustee Immoor voted yes to this motion.

10.8 Establishment of Regular Meetings of the Board

The Board was presented with a proposed 2026 Regular Board Meeting scheduled with dates reflecting the third Thursday of the month, beginning at 5:30 p.m.

PUBLIC COMMENT:

Xaloc Cabanes (*COE Staff Member*) shared his preference for the board meetings remaining at 5:30 p.m. for the upcoming year.

A motion was made to schedule the 2026 Regular Board meetings for the third Thursday of the month, beginning at 5:30 p.m, with the addition of a second meeting in June on Thursday, June 25, 2026 (Larson/Kyle, 7-0).

Student Trustee Immoor voted yes to this motion.

11. STUDENT TRUSTEE REPORTS

Student Trustee Immoor

He shared the experiences of an Alternative Education student. He shared that he attends the El Nido program, which focuses on credit recovery and allows for the option of taking college credit courses at Cabrillo College. He is currently taking a Latinx Ethnic Studies course and has a goal of getting into Nursing school. He shared he currently has all A's and received his CPR certification. He also shared that he would like to review the dress code policy with the policy committee and make some proposed changes.

12. CONSENT AGENDA

- 12.1 Minutes of the Regular Board Meeting held on November 20, 2025**
- 12.2 Budget Revisions**
- 12.3 Donations**
- 12.4 School Plan for Student Achievement (SPSA) for Santa Cruz County Court Schools**
- 12.5 School Plan for Student Achievement (SPSA) for Santa Cruz County Community Schools**

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

Student Trustee Immoor voted yes to this motion.

13. DEFERRED CONSENT ITEMS (if required)

None.

14. CORRESPONDENCE

Official correspondence received by the Board is included herein.

Dr. Sabbah shared that the Board should expect correspondence on SB 707 updates soon.

15. REPORTS, DISCUSSIONS, AND PRESENTATIONS

15.2 Countywide Systems of Support for our Students

Dr. Michael Paynter, Executive Director, Student Support Services Department, Lauren Fein, Director of Behavioral Health, and Hayley Newman, School Climate and Wellness Manager provided an overview of Santa Cruz County's integrated, countywide systems designed to support the social-emotional and mental health needs of our students. The presentation highlighted the development and expansion of the High School Wellness Center Initiative, where students can access immediate support, prevention services, and connections to long-term care.

15.3 First Interim Financial Report

In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report. Liann Reyes, Deputy Superintendent of Business Services, presented the first interim financial report to the board.

15.4 eScribe Meeting Management Software Overview

This presentation was tabled at agenda item 8 Approval of the Agenda.

16. NEW BUSINESS AND ACTION

16.1 Resolution #25-50 Authorizing the COE into local agreement with the State of California

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2026-27.

Dr. Marcia Russell, Associate Superintendent Educational Services, presented the Resolution.

A motion was made to approve Resolution #25-50 Authorizing the COE into local agreement with the State of California as presented (Van Allen/Kyle, 7-0).

Student Trustee Immoor voted yes to this motion.

16.2 Resolution #25-51 School Board Recognition Month

A strong public education system is essential for the well-being of California's citizens and communities. The Santa Cruz County Board of Education and the County Superintendent of Schools express gratitude to all public school board members in Santa Cruz County and declare January 2026 as School Board Recognition Month.

Vice-President Larson, former chair of the Community Outreach and Legislature Committee, presented the Resolution.

A motion was made to approve Resolution #25-51 School Board Recognition Month as presented and to share this Resolution alongside a letter of support with local school boards (Larson/Williams, 7-0).

Student Trustee Immoor voted yes to this motion.

17. SUPERINTENDENT'S REPORT

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

18. TRUSTEE REPORTS

Trustee Roth

She attended the Budget Committee meeting.

Trustee Kyle

She had lunch with Student Trustees Immoor and Guillen Martinez. She also attended the winter concerts at Shoreline Middle School and Harbor High School. In addition, she announced that the CCS Honor Choir, Band, and Orchestra selections were released, and twenty-three high school band students from Santa Cruz County were selected. She looks forward to attending the concert at Cabrillo's VAPA Theater on Saturday, February 7 at 2:00. Tickets are free and all are invited.

Vice-President Larson

He attended the CSBA conference. He shared that his highlights were attending the legal symposium, workforce housing, and closing session on artificial intelligence). He was invited to join a CSBA focus group on County Math initiatives. He attended the Computer Science Playground Night at the Museum of Art and History. He also attended the Budget committee meeting.

Trustee Acosta

He attended the Watsonville City Council Meeting and was pleased to see many Watsonville High School students.

Trustee Van Allen

He is looking forward to being on the policy committee again.

President Williams

She attended the HER Story event at the Museum of Art and History. She also attended the CSBA conference. She also attended the Rising event at the Rio and the agenda committee meeting. She also has been watching local district board meetings. She also attended the ACCBE charter renewal meeting.

Trustee Sanchez

He attended the HER Story event at the Museum of Art and History. He also attended the agenda committee meeting and ACCBE charter renewal meeting. He also attended the Noche de Brillo event in Watsonville.

19. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

None.

20. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

A motion was made to schedule a special board meeting on **January 8, 2026** to conduct an interdistrict transfer appeal hearing, beginning at 5:30 p.m. (Williams/Van Allen, 7-0).

January 24, 2026

County Board of Education - Special Meeting & Board Workshop
Santa Cruz County Office of Education
9:00 a.m.

21. ADJOURNMENT

President Williams adjourned the meeting at 8:56 p.m.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Budget Revisions

BACKGROUND

Budget Revisions considered routine in nature are included herein.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve budget revisions

Board Meeting Date: January 15, 2026



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BOARD OF EDUCATION

Mr. Ed Acosta
Dr. Stacey Kyle
Mr. Greg Larson
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen
Ms. Rachel Williams

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MEMO

DATE: January 11, 2026

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

FROM: Melissa Lopez, Director of Fiscal Services *ml*

RE: December Budget Revisions

This memo provides a summary of notable budget revisions processed during December 2025. The adjustments outlined below reflect changes to both the Unrestricted and Restricted budgets:

Unrestricted Fund

Revenues and Contributions:

Net increase of \$1,698,097

- \$1,698,097 increase in Local Control Funding Formula (LCFF) revenue reflecting updated 2025-26 student census data and an increase in unduplicated pupil percentage resulting in higher supplemental and concentration funding

Expenditures:

Net decrease of (\$767,839)

- (\$490,156) decrease in salaries and benefits due to unfilled vacancies
- (\$227,278) decrease in materials and supplies to align with current programmatic needs
- (\$45,240) decrease in services and operational expenses reflecting updated estimates for utility costs for the remainder of the fiscal year

Fund Balance Impact:

Net decrease of **\$2,465,802** in the planned use of the Unrestricted fund balance.

Restricted Fund**Revenues and Contributions:****Net decrease of (\$31,868)**

- (\$237,916) decrease in Special Education LCFF revenue projections
- \$9,695 increase in Title Fund allocations for Alternative Education
- \$20,000 increase resulting from a partnership with Madera County Superintendent of Schools and Educational Services in support of the 21 CSLA Mid-State Regional Academy
- \$175,760 increase in Special Education LEA Billing Option Program (LEA-BOP) revenues received to date

Expenditures:**Net increase of \$43,183**

- \$28,733 net increase in salaries and benefits based on anticipated programmatic need and ongoing recruitment activity
- \$7,413 net increase in supplies and services across various departments

Fund Balance Impact:

Net decrease of **(\$74,918)** in the planned use of the Restricted fund balance.

Pacheco Bill Compliance:

No professional services agreements exceeding \$25,000 required budget revisions in December 2025.

The Business Department will continue working closely with department staff and managers to monitor revenues, expenditures, and budgets as we begin the Second Interim cycle.

Please contact us if you have any questions.

	2025-26 Adopted Budget			2025-26 Revised Budget as of November 30, 2025			December 2025 Budget Revisions Processed			2025-26 Revised Budget as of December 31, 2025		
	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
REVENUES												
LCFF Sources	\$ 28,249,000	\$ 9,108,362	\$ 37,357,362	\$ 28,249,000	\$ 9,229,440	\$ 37,478,440	\$ 1,698,097	\$ (237,916)	\$ 1,460,181	\$ 29,947,097	\$ 8,991,524	\$ 38,938,621
Federal Revenue	\$ 4,000,000	\$ 2,139,450	\$ 6,139,450	\$ 4,000,000	\$ 2,081,766	\$ 6,081,766	\$ -	\$ 10,288	\$ 10,288	\$ 4,000,000	\$ 2,092,054	\$ 6,092,054
Other State Revenue	\$ 327,855	\$ 17,975,153	\$ 18,303,008	\$ 332,245	\$ 19,453,989	\$ 19,786,234	\$ -	\$ -	\$ -	\$ 332,245	\$ 19,453,989	\$ 19,786,234
Other Local Revenue	\$ 3,055,415	\$ 9,359,135	\$ 12,414,550	\$ 2,638,400	\$ 10,235,797	\$ 12,874,197	\$ -	\$ 195,760	\$ 195,760	\$ 2,638,400	\$ 10,431,557	\$ 13,069,956
TOTAL, REVENUES	\$ 35,632,270	\$ 38,582,100	\$ 74,214,370	\$ 35,219,645	\$ 41,000,992	\$ 76,220,637	\$ 1,698,097	\$ (31,868)	\$ 1,666,229	\$ 36,917,742	\$ 40,969,124	\$ 77,886,865
EXPENDITURES												
Certificated Salaries	\$ 6,913,902	\$ 8,249,750	\$ 15,163,652	\$ 7,105,883	\$ 8,804,818	\$ 15,910,701	\$ -	\$ 21,320	\$ 21,320	\$ 7,105,883	\$ 8,826,138	\$ 15,932,021
Classified Salaries	\$ 10,532,634	\$ 9,163,282	\$ 19,695,916	\$ 10,454,067	\$ 9,124,696	\$ 19,578,763	\$ (295,959)	\$ -	\$ (295,959)	\$ 10,158,108	\$ 9,124,696	\$ 19,282,804
Employee Benefits	\$ 10,137,169	\$ 11,882,052	\$ 22,019,221	\$ 10,441,387	\$ 11,895,843	\$ 22,337,231	\$ (194,197)	\$ 7,413	\$ (186,784)	\$ 10,247,191	\$ 11,903,256	\$ 22,150,446
Books and Supplies	\$ 1,964,363	\$ 1,033,957	\$ 2,998,320	\$ 2,584,016	\$ 1,099,348	\$ 3,683,364	\$ (227,278)	\$ 6,443	\$ (220,835)	\$ 2,356,739	\$ 1,105,791	\$ 3,462,530
Services and Other Operating Expenditures	\$ 6,011,655	\$ 9,784,734	\$ 15,796,389	\$ 7,009,292	\$ 10,529,824	\$ 17,539,116	\$ (45,240)	\$ 2,842	\$ (42,399)	\$ 6,964,052	\$ 10,532,666	\$ 17,496,718
Capital Outlay	\$ 172,000	\$ 50,000	\$ 222,000	\$ 197,391	\$ 427,747	\$ 625,138	\$ -	\$ -	\$ -	\$ 197,391	\$ 427,747	\$ 625,138
Other Outgo (excluding Transfers of Indirect Costs)	\$ 4,000,000	\$ -	\$ 4,000,000	\$ 4,000,000	\$ -	\$ 4,000,000	\$ -	\$ -	\$ -	\$ 4,000,000	\$ -	\$ 4,000,000
Other Outgo - Transfers of Indirect Costs	\$ (2,342,208)	\$ 2,183,527	\$ (158,682)	\$ (2,488,359)	\$ 2,307,682	\$ (180,677)	\$ (5,165)	\$ 5,165	\$ -	\$ (2,493,524)	\$ 2,312,847	\$ (180,677)
TOTAL EXPENDITURES	\$ 37,389,515	\$ 42,347,301	\$ 79,736,816	\$ 39,303,679	\$ 44,189,957	\$ 83,493,636	\$ (767,839)	\$ 43,183	\$ (724,656)	\$ 38,535,840	\$ 44,233,140	\$ 82,768,980
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	\$ (1,757,245)	\$ (3,765,202)	\$ (5,522,447)	\$ (4,084,034)	\$ (3,188,965)	\$ (7,272,999)	\$ 2,465,936	\$ (75,051)	\$ 2,390,885	\$ (1,618,098)	\$ (3,264,016)	\$ (4,882,114)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Transfers Out	\$ 30,000	\$ 1,200,000	\$ 1,230,000	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources/Uses				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (2,076,022)	\$ 2,076,022	\$ 0	\$ (2,596,196)	\$ 2,596,196	\$ 0	\$ (133)	\$ 133	\$ (0)	\$ (2,596,330)	\$ 2,596,330	\$ 0
TOTAL OTHER FINANCING SOURCES/USES	\$ (2,106,022)	\$ 876,022	\$ (1,230,000)	\$ (2,626,196)	\$ 2,596,196	\$ (30,000)	\$ (133)	\$ 133	\$ (0)	\$ (2,626,330)	\$ 2,596,330	\$ (30,000)
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (3,863,267)	\$ (2,889,180)	\$ (6,752,447)	\$ (6,710,230)	\$ (592,769)	\$ (7,302,999)	\$ 2,465,802	\$ (74,918)	\$ 2,390,885	\$ (4,244,428)	\$ (667,686)	\$ (4,912,114)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 28,824,074	\$ 13,746,130	\$ 42,570,204	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822	\$ -	\$ -	\$ -	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 28,824,074	\$ 13,746,130	\$ 42,570,204	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822	\$ -	\$ -	\$ -	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 28,824,074	\$ 13,746,130	\$ 42,570,204	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822	\$ -	\$ -	\$ -	\$ 30,093,835	\$ 18,652,987	\$ 48,746,822
Ending Balance, June 30	\$ 24,960,807	\$ 10,856,951	\$ 35,817,758	\$ 23,383,605	\$ 18,060,218	\$ 41,443,823	\$ 2,465,802	\$ (74,918)	\$ 2,390,885	\$ 25,849,408	\$ 17,985,300	\$ 43,834,708



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

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

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

BACKGROUND

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

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report

Santa Cruz County Court

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

Item 8.3



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

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School Name	Santa Cruz County Court
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	
Grade Span	7-12
County-District-School (CDS) Code	44-10447-4430146

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations.

Our students enter our Santa Cruz County Court School 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 school has a 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.

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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	9
Grade 12	6
Total Enrollment	19

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	10.5
Male	89.5
Hispanic or Latino	78.9
White	21.1
English Learners	26.3
Foster Youth	15.8
Socioeconomically Disadvantaged	100
Students with Disabilities	15.8

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.

2021-22 Teacher Preparation and Placement

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Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	25	46.8	52.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.5	15.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	75	27.5	31.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.2	0.23	15831.9	5.67
Total Teaching Positions	4	100	88.7	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	49.1	53.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7	7.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	100	29.5	32.41	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.3	4.79	14303.8	5.15
Total Teaching Positions	4	100	91	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Item 8.3
State
Percent

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	41.8	46.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	3.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.4	11.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	100	28.8	32.09	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.6	6.24	13705.8	4.91
Total Teaching Positions	2	100	89.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.00	4	2
Total Out-of-Field Teachers	3.00	4	2

Class Assignments

Item 8.3

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2025

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

Note: Cells with N/A values do not require data.

Santa Cruz COE The Alternative Education Programs are housed throughout Santa Cruz County. Sites are leased, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. Santa Cruz COE makes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

-Maintenance and Repair

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

-Cleaning Process and Schedule

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

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

Year and month of the most recent FIT report	September 2025
--	----------------

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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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						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		0	60	60	47	48
Mathematics (grades 3-8 and 11)		0	43	38	35	37

2024-25 CAASPP Test Results in ELA by Student Group		
<p>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.</p> <p>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</p>		
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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.

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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	17	7	41.18	58.82	--
Female	--	--	--	--	--
Male	15	6	40.00	60.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	7	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	5	38.46	61.54	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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.

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CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	5	29.41	70.59	--
Female	--	--	--	--	--
Male	15	4	26.67	73.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	5	35.71	64.29	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	3	23.08	76.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	14.43	17.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

Item 8.3

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Students at Hartman, our school within the juvenile hall facility, have an array of career and job exploration opportunities. Currently, our facility is undergoing a renovation, and once complete, we plan to add more hands-on CTE courses at Hartman. We have a very small population of high school students in our program and we work with each student to ensure they have guidance and access to understanding the pathway to a desired career. Additionally, we collaborate with Cabrillo College and the Rising Scholars program as well as the Underground Scholars program to emphasize college opportunities and career programs at Cabrillo. Students in our program have access to individualized assistance with their resume, interview preparation, and career exploration.

2024-25 Career Technical Education (CTE) Participation

Item 8.3

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	--

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

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
Grade 5	--	--	--	--	--
Grade 7	0%	0%	0%	0%	0%
Grade 9	6%	6%	6%	6%	6%

C. Engagement

State Priority: Parental Involvement

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

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we ask our staff, students, and families to complete surveys that help us refine our goals and gauge our progress. In addition to the surveys, we hold family and community events as well as student-teacher-family conferences to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs.

C. Engagement

State Priority: Pupil Engagement

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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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	55.9	45	30.8	33.8	42	34.6	8.2	8.9	8
Graduation Rate	44.1	55	69.2	65.4	57.8	65.4	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	9	69.2
Female	--	--	--
Male	11	7	63.6
Non-Binary	0.0	0.0	0.0
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	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	9	69.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	82	34	11	32.4
Female	18	--	--	--
Male	64	31	9	29.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	30	11	36.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	--	--	--
English Learners	22	11	3	27.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	82	34	11	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	13	--	--	--

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.39	0.73	1.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 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	0.00	0.00
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.

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

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

The plan was developed with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 24-25 school year was reviewed and discussed with staff in Fall 2024 and updated and approved by the board in February 2025. The timeline is the same for the 25-26 school year. The Santa Cruz COE utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections
- WASC Self-Study
- Student, Teacher, Parent Perception Surveys
- Program Course of Study
- Board Policies
- Healthy Kids Survey
- Site walk-throughs
- School Site Handbooks
- Student and Staff Interviews

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

Item 8.3

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	--	--	--	--

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	--	--	--	--

2024-25 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	--

2024-25 Student Support Services Staff

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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	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$50,038	\$5,664	\$44,374	\$92,031
District	N/A	N/A	\$42,283	\$92,031
Percent Difference - School Site and District	N/A	N/A	4.8	0.0
State	N/A	N/A	\$23,000	\$101,084
Percent Difference - School Site and State	N/A	N/A	63.4	-9.4

Fiscal Year 2024-25 Types of Services Funded

Santa Cruz County Office of Education Alternative Education funding priorities are grounded in a mission to create safe, supportive, community-based learning environments where students grow academically, socially, and emotionally and develop the skills to become agents of their own futures. Resources are directed toward student-centered programs that cultivate curiosity, conscientiousness, and confidence, while supporting engaged, lifelong learners who are compassionate, self-empowered, and active contributors to their communities. Funding prioritizes structured, emotionally and physically safe learning environments that adapt to individual strengths, learning styles, and needs, ensuring that all students are given the opportunity to fully develop their potential. This includes investment in high-quality instructional and support staff, and professional development that promotes collaboration, continuous improvement, and accountability through evaluation of students and programs.

Additional funding priorities support rigorous, flexible instructional models and strong community partnerships that expand opportunities for student success. Alternative Education programs offer WASC-accredited, standards-based coursework aligned with California graduation requirements while emphasizing college and career readiness, credit recovery, and real-world learning experiences. Investments support integrated and thematic instruction, project-based and hands-on learning,

Fiscal Year 2024-25 Types of Services Funded

Item 8.3

technology-enhanced coursework, and opportunities for students to earn credit through work experience, physical education, and community service. Funding also strengthens partnerships with community-based organizations and government agencies to provide coordinated services such as counseling, wellness, supervision, and career development. Together, these priorities ensure that students can recover credits, graduate, transition successfully to college or employment, and thrive as productive, engaged members of their communities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2024-25 Advanced Placement (AP) Courses

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

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

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

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

Alternative Education leadership and staff maintain a strong, collegial culture grounded in trust, collaboration, and a shared commitment to student success. Each year begins with a full-day County Office orientation, during which the Superintendent addresses all staff and the Alternative Education administrative team meets with program staff to establish shared expectations, reaffirm our mission, and set priorities for the year. Annual goals for student achievement and professional growth are informed by multiple data sources, including state assessments, local benchmarks, and program-level indicators. Orientation also provides intentional opportunities for veteran and new staff to build relationships and strengthen a sense of community, which is further supported through at least one additional team-building opportunity during the year. To promote clarity and coherence, staff receive a comprehensive yearlong calendar outlining weekly meeting topics and professional development days, as well as a detailed staff handbook that includes policies, instructional expectations, testing schedules, and evaluation procedures.

Alternative Education offers three full days of professional development each school year, with learning opportunities aligned to identified student needs, staff interests, and program priorities. Professional development focus areas are determined through staff surveys, ongoing dialogue between administrators and educators, and analysis of student performance and engagement data. Teachers are encouraged and supported to attend external conferences and workshops that enhance instructional practice and align with Alternative Education priorities. New teachers are provided structured induction support through the Santa Cruz/Silicon Valley New Teacher Project, a two-year program aligned to the California Standards for the Teaching Profession. This program pairs new educators with trained mentors and includes targeted seminars designed to support instructional effectiveness, reflective practice, and professional growth. In addition, new teachers are matched with experienced Alternative Education mentors who provide site-based guidance, support classroom management and systems development, and facilitate visits to other Alternative Education programs to observe instructional strategies responsive to diverse student populations.

Ongoing professional learning is embedded throughout the school year through weekly staff meetings and collaborative structures. Monthly meeting cycles include dedicated time for whole-staff learning, site-based collaboration, and participation in Collaborative Learning Communities (CLCs). CLCs provide structured opportunities for teachers to deepen instructional practice through shared learning, examination of student work, and reflection on successes and challenges across programs. Additional leadership-focused meetings are scheduled as needed to support instructional leadership and expanded professional learning opportunities. While Alternative Education values the diversity and uniqueness of its programs, these collaborative professional learning structures ensure a shared focus on effective, research-informed instruction that supports student achievement, engagement, and social-emotional growth across all Alternative Education settings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

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

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

BACKGROUND

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

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report

Board Meeting Date: January 15, 2026

Santa Cruz County Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

Item 8.4



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

Item 8.4

School Name	Santa Cruz County Community School
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	www.santacruzcoe.org
Grade Span	7-12
County-District-School (CDS) Code	44-10447-4430278

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

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

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	11
Grade 9	48
Grade 10	123
Grade 11	297
Grade 12	249
Total Enrollment	730

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	46.3
Non-Binary	1.1
American Indian or Alaska Native	1.1
Asian	0.7
Black or African American	1.2
Filipino	1
Hispanic or Latino	58.8
Two or More Races	1.5
White	35.8
English Learners	19.9
Foster Youth	1.5
Socioeconomically Disadvantaged	63.7
Students with Disabilities	20.8

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.

2021-22 Teacher Preparation and Placement

Item 8.4

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.2	37.05	46.8	52.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	7.54	13.5	15.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18.1	54.8	27.5	31.08	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.6	0.2	0.23	15831.9	5.67
Total Teaching Positions	33.1	100	88.7	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.7	38.38	49.1	53.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.26	7	7.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	17.8	58.29	29.5	32.41	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.3	4.79	14303.8	5.15
Total Teaching Positions	30.6	100	91	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Item 8.4
State
Percent

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.7	33.92	41.8	46.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	3.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.44	10.4	11.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18	56.64	28.8	32.09	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.6	6.24	13705.8	4.91
Total Teaching Positions	31.7	100	89.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	1.50	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	1	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	18.10	17.8	18
Total Out-of-Field Teachers	18.10	17.8	18

Class Assignments

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Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	4.5	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.7	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2025

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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Santa Cruz COE The Alternative Education Programs are housed throughout Santa Cruz County. Sites are leased, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. Santa Cruz COE makes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

-Maintenance and Repair

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

-Cleaning Process and Schedule

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

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

Year and month of the most recent FIT report

September 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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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						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	31	60	60	47	48
Mathematics (grades 3-8 and 11)	5	6	43	38	35	37

2024-25 CAASPP Test Results in ELA by Student Group		
<p>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.</p> <p>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</p>		
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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.

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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	271	180	66.42	33.58	31.11
Female	144	99	68.75	31.25	36.36
Male	123	78	63.41	36.59	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	98	64.90	35.10	23.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	104	71	68.27	31.73	38.03
English Learners	43	20	46.51	53.49	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	103	63.98	36.02	23.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	34	64.15	35.85	8.82

2024-25 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.

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CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	187	69.00	31.00	6.42
Female	144	101	70.14	29.86	5.94
Male	123	83	67.48	32.52	7.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	105	69.54	30.46	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	104	71	68.27	31.73	9.86
English Learners	43	20	46.51	53.49	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	108	67.08	32.92	3.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	39	73.58	26.42	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.58	18.01	14.43	17.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	162	83.08	16.92	18.01
Female	101	81	80.20	19.80	18.75
Male	91	78	85.71	14.29	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	79	85.87	14.13	10.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	86	69	80.23	19.77	24.64
English Learners	25	21	84.00	16.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	87	80.56	19.44	5.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	45	88.24	11.76	2.22

2024-25 Career Technical Education Programs

Students have the opportunity to enroll in a variety of magnet Career Technical Education (CTE) courses offered throughout the county. All Santa Cruz County Office of Education (COE) year-long magnet CTE courses -Fire Technology, Culinary Arts, Baking and Pastry, and IT Essentials- are articulated with Cabrillo College and are UC-G Honors approved. These courses are offered through the Santa Cruz COE Career and Adult Learning Services Department and are scheduled at various school sites across the county.

Santa Cruz COE Year-Long Magnet CTE Courses and Locations:

- Fire Technology: COE, Sequoia Schools, Scotts Valley High School
- Culinary Arts: Mission Hill Middle School, Cabrillo College
- Baking and Pastry: Cabrillo College
- IT Essentials: Scotts Valley High School

In addition, the Career and Adult Learning Services Department offers semester-long CTE courses through Alternative Education CTE programs at the following sites:

- Applied Technology: Sequoia Schools, Costanoa High School
- Construction Technology: Santa Cruz COE, Sequoia Schools
- Robotics: Sequoia Schools

2024-25 Career Technical Education Programs

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-Fire Technology: Sequoia Schools
-In partnership with Cabrillo College, Career and Adult Learning Services also offers the following dual enrollment courses:
-Medical Terminology: Scotts Valley Middle School
-ETECH (Engineering Technology): Cabrillo College

Students also have the opportunity to enroll in Santa Cruz City Schools CTE courses and have participated in Auto Mechanics, Welding, Floral Design, and Health Careers.

The primary representative for CTE is the Assistant Director of CTE Programming within the Career and Adult Learning Services Department.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	3.13

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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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.

2024-25 California Physical Fitness Test Participation Rates					
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
Grade 5	--	--	--	--	--
Grade 7	40%	40%	40%	40%	40%
Grade 9	83%	83%	83%	83%	83%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement
The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually we ask our staff, students, and families to complete surveys that help us refine our goals and gauge our progress. In addition to the surveys, we hold family and community events as well as student-teacher-family conferences to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs.

C. Engagement

State Priority: Pupil Engagement

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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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	33.2	30.4	21.1	33.8	42	34.6	8.2	8.9	8
Graduation Rate	65.7	69.6	78.9	65.4	57.8	65.4	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	331	261	78.9
Female	171	132	77.2
Male	155	124	80.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	211	160	75.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	100	87	87.0
English Learners	76	51	67.1
Foster Youth	--	--	--
Homeless	41	28	68.3
Socioeconomically Disadvantaged	263	206	78.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	67	47	70.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1004	958	144	15.0
Female	502	491	82	16.7
Male	493	459	61	13.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	685	652	99	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	16	0	0.0
White	272	263	42	16.0
English Learners	216	201	20	10.0
Foster Youth	14	13	4	30.8
Homeless	24	23	5	21.7
Socioeconomically Disadvantaged	651	624	113	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	197	184	27	14.7

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.09	0.27	1.59	0.39	0.73	1.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0.00
Female	1.00	0.00
Male	2.23	0.00
Non-Binary	0.00	0.00
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	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.37	0.00
English Learners	2.31	0.00
Foster Youth	7.14	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	2.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	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.

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

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

The plan was developed with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 24-25 school year was reviewed and discussed with staff in Fall 2024 and updated and approved by the board in February 2025. The timeline is the same for the 25-26 school year. The Santa Cruz COE utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections
- WASC Self-Study
- Student, Teacher, Parent Perception Surveys
- Program Course of Study
- Board Policies
- Healthy Kids Survey
- Site walk-throughs
- School Site Handbooks
- Student and Staff Interviews

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

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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	--	--	--	--

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	--	--	--	--

2024-25 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	293.2

2024-25 Student Support Services Staff

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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)	2.5
Library Media Teacher (Librarian)	--
Library Media Services Staff (Paraprofessional)	--
Psychologist	--
Social Worker	--
Nurse	--
Speech/Language/Hearing Specialist	--
Resource Specialist (non-teaching)	--
Other	9.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$31,571	\$2,919	\$28,652	\$92,031
District	N/A	N/A	\$42,283	\$92,031
Percent Difference - School Site and District	N/A	N/A	-38.4	0.0
State	N/A	N/A	\$23,000	\$101,084
Percent Difference - School Site and State	N/A	N/A	21.9	-9.4

Fiscal Year 2024-25 Types of Services Funded

Santa Cruz County Office of Education Alternative Education funding priorities are grounded in a mission to create safe, supportive, community-based learning environments where students grow academically, socially, and emotionally and develop the skills to become agents of their own futures. Resources are directed toward student-centered programs that cultivate curiosity, conscientiousness, and confidence, while supporting engaged, lifelong learners who are compassionate, self-empowered, and active contributors to their communities. Funding prioritizes structured, emotionally and physically safe learning environments that adapt to individual strengths, learning styles, and needs, ensuring that all students are given the opportunity to fully develop their potential. This includes investment in high-quality instructional and support staff, and professional development that promotes collaboration, continuous improvement, and accountability through evaluation of students and programs.

Additional funding priorities support rigorous, flexible instructional models and strong community partnerships that expand opportunities for student success. Alternative Education programs offer WASC-accredited, standards-based coursework aligned with California graduation requirements while emphasizing college and career readiness, credit recovery, and real-world learning experiences. Investments support integrated and thematic instruction, project-based and hands-on learning,

Fiscal Year 2024-25 Types of Services Funded

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technology-enhanced coursework, and opportunities for students to earn credit through work experience, physical education, and community service. Funding also strengthens partnerships with community-based organizations and government agencies to provide coordinated services such as counseling, wellness, supervision, and career development. Together, these priorities ensure that students can recover credits, graduate, transition successfully to college or employment, and thrive as productive, engaged members of their communities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2024-25 Advanced Placement (AP) Courses

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

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

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

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

Alternative Education leadership and staff maintain a strong, collegial culture grounded in trust, collaboration, and a shared commitment to student success. Each year begins with a full-day County Office orientation, during which the Superintendent addresses all staff and the Alternative Education administrative team meets with program staff to establish shared expectations, reaffirm our mission, and set priorities for the year. Annual goals for student achievement and professional growth are informed by multiple data sources, including state assessments, local benchmarks, and program-level indicators. Orientation also provides intentional opportunities for veteran and new staff to build relationships and strengthen a sense of community, which is further supported through at least one additional team-building opportunity during the year. To promote clarity and coherence, staff receive a comprehensive yearlong calendar outlining weekly meeting topics and professional development days, as well as a detailed staff handbook that includes policies, instructional expectations, testing schedules, and evaluation procedures.

Alternative Education offers three full days of professional development each school year, with learning opportunities aligned to identified student needs, staff interests, and program priorities. Professional development focus areas are determined through staff surveys, ongoing dialogue between administrators and educators, and analysis of student performance and engagement data. Teachers are encouraged and supported to attend external conferences and workshops that enhance instructional practice and align with Alternative Education priorities. New teachers are provided structured induction support through the Santa Cruz/Silicon Valley New Teacher Project, a two-year program aligned to the California Standards for the Teaching Profession. This program pairs new educators with trained mentors and includes targeted seminars designed to support instructional effectiveness, reflective practice, and professional growth. In addition, new teachers are matched with experienced Alternative Education mentors who provide site-based guidance, support classroom management and systems development, and facilitate visits to other Alternative Education programs to observe instructional strategies responsive to diverse student populations.

Ongoing professional learning is embedded throughout the school year through weekly staff meetings and collaborative structures. Monthly meeting cycles include dedicated time for whole-staff learning, site-based collaboration, and participation in Collaborative Learning Communities (CLCs). CLCs provide structured opportunities for teachers to deepen instructional practice through shared learning, examination of student work, and reflection on successes and challenges across programs. Additional leadership-focused meetings are scheduled as needed to support instructional leadership and expanded professional learning opportunities. While Alternative Education values the diversity and uniqueness of its programs, these collaborative professional learning structures ensure a shared focus on effective, research-informed instruction that supports student achievement, engagement, and social-emotional growth across all Alternative Education settings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent
Denise Guerra-Sanson, Executive Director, Student Programs

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

BACKGROUND

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

FUNDING IMPLICATIONS

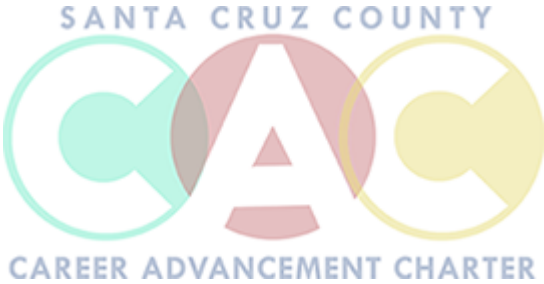
Included herein.

RECOMMENDATION




Approve the report

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

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview 	<p>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.</p> <ul style="list-style-type: none">- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fq/aa/lc/- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest 	<p>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).</p>
California School Dashboard 	<p>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.</p>

Internet Access

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

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2025-26 School Contact Information

School Name	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High
Street	400 Encinal Street
City, State, Zip	Santa Cruz
Phone Number	831-466-5680
Principal	Denise Sanson
Email Address	dsanson@santacruzcoe.org
School Website	https://santacruzcoe.org/student-services/alternative-education-programs/career-
Grade Span	12
County-District-School (CDS) Code	44 10447 0136572

2025-26 District Contact Information

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

2025-26 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 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, Blaine Street Women's Facility, 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, Cabrillo College, Juvenile and Adult Probation, SCCOE Special Education programs, Adult Education 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 combination of instructional resources including Google Classroom, textbooks, and supplemental digital/paper materials to accompany personalized instruction. Each student meets with their

2025-26 School Description and Mission Statement

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.

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About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 12	207
Total Enrollment	207

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	0.5
Hispanic or Latino	77.8
Two or More Races	0.5
White	21.3
English Learners	9.7
Foster Youth	1
Socioeconomically Disadvantaged	21.3
Students with Disabilities	5.3

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.

2021-22 Teacher Preparation and Placement

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Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	16.67	46.8	52.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	16.67	13.5	15.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	66.67	27.5	31.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.2	0.23	15831.9	5.67
Total Teaching Positions	6	100	88.7	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	14.29	49.1	53.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	14.29	7	7.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	71.43	29.5	32.41	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.3	4.79	14303.8	5.15
Total Teaching Positions	7	100	91	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Item 8.5
State
Percent

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	12.5	41.8	46.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	3.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	12.5	10.4	11.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6	75	28.8	32.09	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.6	6.24	13705.8	4.91
Total Teaching Positions	8	100	89.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.00	5	6
Total Out-of-Field Teachers	4.00	5	6

Class Assignments

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Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25	20	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 selections are based on several factors including accessibility, equity, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

During the 2024-2025 school year, the Career Advancement Charter ensured our curriculum is centered around adult learners. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we maintained the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. We also utilize CyberHigh, an online platform with a variety of classes, to support students with credit recovery. This program also offers core subjects in Spanish. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. We utilize the Ventures ESL curriculum for students learning English, a curriculum that is used across the Adult Education Consortium. All students in need are assigned a Chromebook. The CAC provides Chromebooks and a limited number of hot spots to distribute to students who do not have access to the internet.

Year and month in which the data were collected

January 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bright Thinker ELA Series, McGraw Hill Workplace Skills Series, Challenger Series: New Readers Press, Edge: Reading, Writing, and Language, CyberHigh Online Learning Solutions Language Arts Series For a complete list of textbooks please contact the Career Advancement Charter.	0
Mathematics	Bright Thinker Mathematics Series - Math & Algebra, McGraw Hill Math Foundational: Breakthrough to Math Series, McGraw Hill Math and Algebra all Levels: Career Readiness Series, CyberHigh Online Learning Solutions Mathematics Series For a complete list of textbooks please contact the Career Advancement Charter.	0

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Science	Bright Thinker Series Life & Physical Science Foundational: Biology, Environmental Systems, CyberHigh Online Learning Solutions Science Series For a complete list of textbooks please contact the Career Advancement Charter.	
History-Social Science	Bright Thinker Social Studies/History Series, Bright Thinker Social Studies World History, Bright Thinker Government Foundational, Bright Thinker Economics Foundation Elective Series, CyberHigh Online Learning Solutions Social Science Series For a complete list of textbooks please contact the Career Advancement Charter.	0
Foreign Language	Bright Thinker Foreign Language Series	0
Health	McGraw Hill Fit & Well, McGraw Hill Foundations of Physical Education: Exercise Science, and Sport, Bright Thinker Series, CyberHigh Online Learning Solutions Health Education Series	0
Visual and Performing Arts	Bright Thinker Arts Series	0
Science Laboratory Equipment (grades 9-12)	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, 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 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

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Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 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					Item 8.5
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 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					Item 8.5
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	0	14.43	17.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	47	28.48	71.52	0.00
Female	82	30	36.59	63.41	0.00
Male	83	17	20.48	79.52	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	73	16	21.92	78.08	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	66	26	39.39	60.61	0.00
White	23	5	21.74	78.26	--
English Learners	21	5	23.81	76.19	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	7	24.14	75.86	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 Specialists work 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. There is an intentional focus on dual enrollment with the local community college. In the 24/25 school year, there were 44 CAC students dually enrolled at Cabrillo College.

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)

2024-25 Career Technical Education Programs

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Hospitality and Culinary Arts (Sequoia Schools)
Building Trades Pre-Apprenticeship (Santa Cruz County Office of Education, main office, Rountree Correctional Facility)
Wildland Fire Academy (Sequoia Schools, California Conservation Corps and Cal Fire)

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

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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2025-26 Opportunities for Parental Involvement

In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and culturally responsive. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are 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.

Students, staff, and community stakeholders participate to monitor the goals and action steps of the three-year LCAP and are involved in developing the 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 occur with the administration team and sites to discuss student needs and create plans for students needing more support. Additionally, in the 24-25 school year students had multiple opportunities to participate on our WASC accreditation process through advisory groups.

C. Engagement

State Priority: Pupil Engagement

Item 8.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	63.3	77.7	78.1	33.8	42	34.6	8.2	8.9	8
Graduation Rate	36.7	22.3	21.9	65.4	57.8	65.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

Item 8.5

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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	151	33	21.9
Female	76	23	30.3
Male	75	10	13.3
Non-Binary	0.0	0.0	0.0
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	120	30	25.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	31	3	9.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	17	7	41.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	368	0	0.0
Female	192	174	0	0.0
Male	228	194	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	337	293	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	74	68	0	0.0
English Learners	38	32	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	85	70	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	20	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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.39	0.73	1.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 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	0.00	0.00
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.

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in fall 2024 and updated and approved by the Board in February 2024. 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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				

2024-25 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

2024-25 Student Support Services Staff

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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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	24,407	1,909	22,998	88,657.13
District	N/A	N/A	42,283	88,657.1
Percent Difference - School Site and District	N/A	N/A	-59.1	0.0
State	N/A	N/A	23,000	101,084
Percent Difference - School Site and State	N/A	N/A	0.0	-13.1

Fiscal Year 2024-25 Types of Services Funded

In the fiscal year 2024-2025, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through programmatic 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 continue to build our 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 utilize the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both students and teachers track, evaluate, and strengthen reading and mathematical literacy in our program, providing meaningful data to drive

Fiscal Year 2024-25 Types of Services Funded

Item 8.5

instruction and programmatic decisions. The CAC partners with both the Santa Cruz Sheriff's Office and Santa Cruz Adult Probation to offer wrap-around services that identify and meet each student's 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2024-25 Advanced Placement (AP) Courses

Item 8.5

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

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

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

Professional Development

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

Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent
Dr. Deven Stark, Executive Director, Special Education

SUBJECT: Special Education School Accountability Report Card (SARC)

BACKGROUND

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

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report

Santa Cruz County Special Education

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

Item 8.6

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

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Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Santa Cruz County Special Education
Street	400 Encinal Street
City, State, Zip	Santa Cruz, CA 95062
Phone Number	(831) 466-5600
Principal	Deven Stark, Ph.D., BCBA-D
Email Address	dstark@santacruzcoe.org
School Website	santacruzcoe.org
Grade Span	TK-12
County-District-School (CDS) Code	44-1047-6069397

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Special Education services provided by the Santa Cruz County Office of Education (Santa Cruz COE) include a broad continuum of classes and services available to meet the needs of our students. Referral and enrollment of students in Santa Cruz COE special education services is a coordinated, collaborative effort between local district representatives, parents and Santa Cruz COE staff. The educational needs and services for students referred to Santa Cruz COE are identified through the collaborative Individual Education Program (IEP) Process.

The Individuals with Disabilities Education Act (IDEA) requires that disabled students between birth and twenty-two years of age, or until high school graduation, be provided with all "educational and related services" needed to receive a free

2025-26 School Description and Mission Statement

appropriate education (FAPE). Disabled students requiring specialized settings or interventions beyond the scope of services offered by district general or special education programs, or public regional agencies are referred to the Santa Cruz County Office of Education’s Special Education Department for enrollment in one of our programs. The parents, district of residence, county office, and agencies collaborate to develop an IDEA compliant Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) based upon student age, levels of functioning and needs.

The Santa Cruz County Office of Education’s (Santa Cruz COE) Special Education services are divided into several programs. The Early Start Program provides early childhood education from birth to three to children identified with developmental delays. The Chrysalis Program provides services to students with an educational diagnosis of autism in pre-school through 12th grade. Our moderate to severe special day classes serve students who require specialized services to support their individual needs. Our post senior programs, housed both at our local community college and high school, serve students with IEP’s who are age 18 to 22. These programs are located on comprehensive school sites throughout the ten local school districts.

The Santa Cruz COE’s Special Education Department is focused on providing each student with highly effective individualized instruction and related support services so each student will achieve their full educational, social, emotional, and vocational potential. Highly trained specialists in the areas of teaching, speech/language, nursing, adapted physical education, psychology, vision, hearing, occupational therapy, physical therapy, orthopedics and work experience serve these students. Some of these specialists also serve students in various district operated special education, and general education programs. Continuing communication and collaboration with parents, school districts, agencies, and local businesses who provide student employment opportunities is essential to our programs.

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About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	8
Kindergarten	8
Grade 1	6
Grade 2	5
Grade 3	5
Grade 4	9
Grade 5	4
Grade 6	5
Grade 7	6
Grade 8	1
Grade 9	6
Grade 10	5
Grade 11	3
Grade 12	42
Total Enrollment	117

Student Group	Percent of Total Enrollment
Female	29.5
Male	70.5
Asian	6.7
Black or African American	1
Filipino	1.9
Hispanic or Latino	34.3
Two or More Races	3.8
White	47.6
English Learners	9.5
Homeless	5.7
Socioeconomically Disadvantaged	37.1
Students with Disabilities	100

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.

2021-22 Teacher Preparation and Placement

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Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	57.14	46.8	52.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.7	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	42.86	13.5	15.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.5	31.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.2	0.23	15831.9	5.67
Total Teaching Positions	14	100	88.7	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	66.67	49.1	53.99	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.67	1	1.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7	7.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	29.5	32.41	11746.9	4.23
Unknown/Incomplete/NA	4	26.67	4.3	4.79	14303.8	5.15
Total Teaching Positions	15	100	91	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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State
Percent

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	40	41.8	46.61	230039.4	100
Intern Credential Holders Properly Assigned	1	6.67	3	3.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	20	10.4	11.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.67	28.8	32.09	12112.8	4.34
Unknown/Incomplete/NA	4	26.67	5.6	6.24	13705.8	4.91
Total Teaching Positions	15	100	89.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	6.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.00	1	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

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Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3	33	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	6.8	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Not Applicable

Year and month in which the data were collected

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Santa Cruz County Office of Education (COE) Special Education Programs are housed at multiple locations throughout Santa Cruz County.

Santa Cruz COE makes significant efforts to ensure that all school sites are clean, safe, and maintained in "Good Repair." To support this commitment, Maintenance and Operations staff conduct annual facility inspections at each site. The purpose of these inspections is to:

- (i) assist programs in evaluating their self-audit procedures;
- (ii) identify conditions that may pose a risk of injury and/or property damage; and
- (iii) provide recommendations or suggestions to mitigate any identified risks.

The results of these inspections are available for review at the Local Educational Agency (LEA) office.

Maintenance and Repair

Santa Cruz COE Maintenance staff ensure that repairs necessary to keep facilities in good repair and proper working order are completed in a timely manner. A work order system is utilized to ensure efficient service delivery, with emergency repairs receiving the highest priority.

Cleaning Process and Schedule

Santa Cruz COE has established cleaning standards for all school sites. The Coordinator of Maintenance and Operations works daily with custodial staff to assign and monitor cleaning schedules to ensure that all schools remain clean and safe.

Overall, all sites and classrooms were found to be in "Good Repair," and no high-priority recommendations were identified in the inspection report.

Year and month of the most recent FIT report

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	6	60	60	47	48
Mathematics (grades 3-8 and 11)	0	0	43	38	35	37

2024-25 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.

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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	19	14	73	27	5.56
Female	--	--	--	--	--
Male	26	14	53.85	46.15	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	9	64.29	35.71	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	6	46.15	53.85	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	8	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	18	56.25	43.75	5.56

2024-25 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.

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CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19	14	73	27	0.00
Female	--	--	--	--	--
Male	26	14	53.85	46.15	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	9	64.29	35.71	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	6	46.15	53.85	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	8	50.00	50.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	18	56.25	43.75	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			14.43	17.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	5	38.46	61.54	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

2024-25 Career Technical Education Programs

Not Applicable

2024-25 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	

2024-25 Course Enrollment/Completion

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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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

For Parental involvement please follow the link to our website: <https://santacruzcoe.org/>

C. Engagement

State Priority: Pupil Engagement

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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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	33.8	42	34.6	8.2	8.9	8
Graduation Rate	--	--	--	65.4	57.8	65.4	86.2	86.4	87.5

2024-25 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 .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	114	47	41.2
Female	38	37	17	45.9
Male	80	77	30	39.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	19	46.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	58	55	22	40.0
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	44	41	23	56.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	109	46	42.2

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.39	0.73	1.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 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	0.00	0.00
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.

Santa Cruz County Office of Education (COE) Special Education programs annually update and review their Comprehensive School Safety Plan. The plan includes a Safe School Vision, a description of school grounds and facility conditions, school rules and regulations, and strategies and procedures for preventing and responding to emergency situations.

The Comprehensive School Safety Plan analyzes current school safety conditions, describes existing programs at each site, and defines strategies for continuous improvement in providing a safe, orderly, and supportive learning environment. This analysis results in two action plans: one addressing physical school safety and the other focused on maintaining a safe, positive school climate.

The plan was developed with input from the Santa Cruz COE School Site Council and local law enforcement agencies. The 2024–25 plan was reviewed and discussed with staff in Fall 2024 and updated and approved by the Board of Education in February 2025. The same review and approval timeline will be followed for the 2025–26 school year.

Santa Cruz COE utilizes multiple data sources to assess the current state of school safety, addressing both school climate and the physical environment. These sources include, but are not limited to:

- Annual Facilities Inspections
- Student, Teacher, and Parent Perception Surveys
- Program Courses of Study
- Board Policies
- California Healthy Kids Survey
- Site Walk-Throughs
- Student and Staff Interviews

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	14	14	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	14	14	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

Item 8.6

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	15	15	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2024-25 Secondary Average Class Size and Class Size Distribution

Item 8.6

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 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

2024-25 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	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	6
Resource Specialist (non-teaching)	
Other	87

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

Item 8.6

This table displays the 2023-24 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	N/A	N/A	NA	\$80,623.39
District	N/A	N/A		\$80,623.39
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	NA	\$101,084
Percent Difference - School Site and State	N/A	N/A		-22.5

Fiscal Year 2024-25 Types of Services Funded

Early Start Program

The Early Start Program serves special needs infants and toddlers, ages birth to three years of age. These multidisciplinary services are provided to students and their families in cooperation with San Andreas Regional Center in home, community, and other natural environments.

The Chrysalis Autism Program, Middle School and High School

The Chrysalis Program, a North Santa Cruz County SELPA Regional program, currently serves up to seventy pre-school through 12th grade students from the north county. The Chrysalis Center provides services in four distinct demographic specific classrooms. The Chrysalis Program supports students from preschool through fifth grade. Inclusion with general education students at Live Oak District's Green Acres Elementary School and Tierra Pacifica is part of the K-5 program; our preschool students gain inclusion experiences through Midtown Montessori preschool which is located within the Chrysalis Center. Our middle school students attend school at New Brighton Middle School, while our high school students Soquel High School. The programs are overseen by a Program Coordinator in conjunction with a Board Certified Behavior Analyst.

Program for Students with Extensive Support Needs

Preschool / Elementary: ESN classrooms integrate basic skills, life skills, and communication for students who require direct instruction in all areas of development. Classrooms include students with cognitive challenges as well as medically fragile students.

Middle: ESN classroom provides students with exposure to functional curriculum, prevocational skills, and specialized training focused upon individual student needs.

Secondary/Post-Senior: ESN classrooms integrate functional skills curriculum and pre-vocational and vocational skill training programs. Students in these classrooms at all levels have opportunities for inclusion in general education classes and activities.

Program for Post-Senior Students: This program provides the opportunity for students 18-22 years of age who did not graduate from high school to receive vocational skill training and job experiences in the community. A work experience specialist collaborates with community agencies and local employers in developing individualized programs for each student.

Fiscal Year 2023-24 Teacher and Administrative Salaries

Item 8.6

This table displays the 2023-24 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	\$50,756.67	\$51,451
Mid-Range Teacher Salary	\$79,519.57	\$88,312
Highest Teacher Salary	\$104,150.66	\$107,445
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	17.9%	27.5%
Percent of Budget for Administrative Salaries	4.4%	6%

2024-25 Advanced Placement (AP) Courses

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

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

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

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

Professional Development

Special Education leadership and staff maintain a strong, collegial culture grounded in trust, collaboration, and a shared commitment to student success for students with disabilities. Each year begins with a full-day County Office Orientation, during which the Superintendent addresses all staff and the Special Education administrative team meets with program staff to establish shared expectations, reaffirm our mission, and set priorities for the year. Orientation also provides intentional opportunities for veteran and new staff to build relationships and strengthen a sense of community.

Special Education offers three full days of professional development. The topics vary based on the department’s vision for the year with all offerings being specific to students with Extensive Support Needs. Topics generally include ongoing assessments for student progress monitoring, as well as techniques to support student and staff safety. Professional development focus areas are also determined through staff surveys, ongoing dialogue between administrators and educators, and analysis of student progress. Staff members have access to a list of preapproved asynchronous learning opportunities. Staff members have access to Keenan training, which includes Exceptional Child training that is specific to students with disabilities. In addition, teachers and related services providers are encouraged and supported to attend external conferences and workshops that enhance instructional practice and align with the Special Education Department’s priorities. New teachers are provided structured induction support through the Santa Cruz/Silicon Valley New Teacher Project, a two-year program aligned to the California Standards for the Teaching Profession. This program pairs new educators with trained mentors and includes targeted seminars designed to support instructional effectiveness, reflective practice, and professional growth. In addition, new teachers are matched with experienced Special Education mentors who provide site-based guidance, support classroom management and systems development, and facilitate visits to other department programs when needed. Leadership-focused meetings are scheduled as needed to support instructional leadership, compliance and expanded professional learning opportunities. While the Special Education Department values the unique needs of each of our students, these collaborative professional learning structures ensure a shared focus on effective, research-informed instruction and support that provide a platform for our students to reach their greatest potential.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



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

Item 10.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent

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 correspondence.

Board Meeting Date: January 15, 2026



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

BOARD OF EDUCATION
Mr. Ed Acosta
Dr. Stacey Kyle
Mr. Greg Larson
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

December 22, 2025

RE: Notice Regarding SB 707 and Brown Act Requirement Updates

Dear Board Members,

I am writing to bring to your attention the attached notice regarding Senate Bill 707 (SB 707), which includes updates to Brown Act requirements.

Please take a moment to review the attached information, as it outlines important changes that impact board meetings and related procedures moving forward. Ensuring awareness of these updates will help maintain compliance with open meeting laws.

If you have any questions after reviewing the notice, please feel free to reach out.

Thank you for your attention to this matter.

Sincerely,

Dr. Faris Sabbabh
County Superintendent of Schools

SB707 Applications to School Boards

[See the summary to share with Board Members](#)

Senate Bill 707 (SB 707), signed into law in October 2025, represents a significant modernization of the **Ralph M. Brown Act**. For school boards, the impact of SB 707 is primarily focused on **teleconferencing flexibility**, **disability accommodations**, and **administrative transparency**.

Importantly, SB 707 distinguishes between "Eligible Legislative Bodies" (which are subject to stricter hybrid-meeting and translation mandates) and general legislative bodies. **Currently, school districts are generally excluded from the definition of "Eligible Legislative Bodies,"** meaning they are not mandated to provide the more expensive live translation and 24/7 hybrid services required of large cities and counties.

School boards generally have two main ways to do remote participation under the Brown Act: **traditional teleconferencing** under **SB 707** "alternative teleconference" pathway under **Government Code § 54953.8** when a member is remote for "just cause" (§ 54953.8.3) or during a **proclaimed emergency** (§ 54953.8.2).

- Under **traditional teleconferencing**, the board must list each teleconference location on the agenda, post the agenda at each remote location, and keep each remote location open to the public.
- Under SB707 (Government Code § 54953.8), the board may **avoid disclosing/opening the remote location**, but must provide **real-time public access and comment** and must **pause action** if public access/comment is disrupted; **just cause** also requires an **in-person quorum at a single noticed location** and includes **annual limits**, while **emergency** use requires the specified **ongoing findings**.

1. Remote Participation & "Just Cause"

Effective **January 1, 2026**, SB 707 merges and extends previous rules (like AB 2449) for board members participating remotely without noticing their private address.

- **Expanded "Just Cause":** Board members can attend remotely for "just cause," which now includes childcare/caregiving, contagious illness, physical/mental conditions, travel for school business, or military service.
- **Frequency Limits:** A board member cannot use this "just cause" provision more than:
 - **2 times per year** if the board meets once a month or less.
 - **5 times per year** if the board meets twice a month.
 - **7 times per year** if the board meets three times a month.
- **Minutes Requirement:** The specific statutory reason for the remote appearance must be noted in the meeting minutes.

2. Reasonable Accommodations for Disability

SB 707 codifies that a board member may participate remotely as a **reasonable accommodation** for a disability under the ADA.

- **Exemption:** If participating as an accommodation, the board member does not need to list their private address on the agenda or make the remote site open to the public.
- **Rules:** They must typically use both audio and video (unless the disability prevents it) and must disclose if any other adults are in the room with them.

3. Mandatory Brown Act Distribution

Beginning in 2026, school districts are **required** to provide a copy of the Brown Act to every board member (newly elected or appointed). Previously, this was recommended but not mandatory.

4. Executive Compensation Reports

The law clarifies the "oral report" requirement for executive compensation.

- Before taking final action on the salary or benefits of a "department head" or similar administrator (such as a Superintendent or CFO), the board must **orally summarize** the recommendation in open session.
- SB 707 ensures this applies even if those administrators are technically excluded by other specific statutes.

5. Authority Over Disruptions

The board's authority to remove disruptive individuals now explicitly covers **remote participants**. The Board President or Chair can warn and subsequently mute or remove "Zoom bombers" or disruptive callers, just as they would an in-person attendee.

6. Social Media Rules

SB 707 makes permanent the rules regarding board members' use of social media.

- Board members can post about district business, but they **cannot** "like," "share," "react with an icon", or "comment" on a post made by another board member if it concerns district business, as this **could constitute** a "serial meeting" in violation of the Brown Act.

What does NOT apply to most School Boards?

Unless a school district is specifically categorized as an "Eligible Legislative Body" (typically reserved for cities/counties over 30,000 population or massive special districts), they are **not** yet required by SB 707 to:

- Translate all agendas and participation instructions into languages spoken by 20% of the population.
- Enable automatic captioning if included in the platform for all meetings.
- Follow the strict "recess for one hour" rule if the internet stream drops.
- Even if not an eligible legislative body, if the board is meeting under 54953.8 teleconference rules (just cause or proclaimed emergency) , it must pause action on agenda items during a broadcast/public-access disruption until access is restored.

"Need to Know" Summary for Board Members

1. Remote Attendance (The "Just Cause" Update)

You have more flexibility to attend meetings remotely without making your home address public on the agenda, but there are strict limits.

- **Eligible Reasons:** You can now use "Just Cause" for childcare/caregiving, illness, travel for district business, or military service.
- **The Cap:** Each year, you are limited to **2 remote appearances** (if you meet once a month), **5 remote appearances** per year (if your board meets twice a month), **7 remote appearances** (if you meet three times a month).
- **The Catch:** You must participate via **both audio and video**, and you must disclose if anyone over the age of 18 is in the room with you.

2. Disability Accommodations (ADA)

If you have a disability that requires you to attend remotely, SB 707 protects your right to do so as a "reasonable accommodation."

- In these cases, the "Just Cause" frequency limits listed above **do not apply**.
- You still do not need to list your private home address on the agenda.

3. Executive Pay Transparency

Before you vote on a contract for the **Superintendent** or other high-level administrators (like the CBO or Assistant Superintendents), the Board President must now **orally summarize** the proposed salary and benefits in open session. You can no longer simply point to a document in the board packet; the public must hear the "bottom line" out loud.

4. Social Media Guardrails

The law now makes it very clear how you interact online:

- **Safe:** Posting your own thoughts or district updates.
- **Unsafe:** Commenting on, "liking," responding with an icon, or sharing a post made by **another board member** regarding district business. Doing so can be legally considered an illegal "serial meeting."

5. Dealing with Disruptions

If your board meetings include public comment via Zoom or phone, SB 707 explicitly grants the Board President the authority to **mute or remove** remote participants who are being intentionally disruptive, provided they have been given a warning (similar to in-person rules).

6. Mandatory Training

Every newly elected or appointed board member must now be provided with a physical or electronic copy of the **entire Brown Act**. Your district office will likely handle this, but it is now a **statutory requirement** rather than a "best practice."

Summary Table: Remote Participation Comparison

Feature	Standard Brown Act	SB 707 (Just Cause)
Notice Address?	Yes (on Agenda)	No
Public Access?	Yes (Location must be open)	No
Annual Limit?	Unlimited	2, 5, 7 times depending on number of times a month you meet
Technology?	Audio only ok	Audio & Video required



Verenise Valentin <vvalentin@santacruzcoe.org>

Please Consider Proclamation to Acknowledge January as National Human Trafficking Prevention Month

Becky Steinbruner <ki6tkb@yahoo.com>

Sat, Jan 3, 2026 at 4:29 PM

To: "Dr. Faris Sabbah" <fsabbah@santacruzcoe.org>

Cc: Nick Ibarra <nibarra@santacruzcoe.org>, Vernise Valentin <vvalentin@santacruzcoe.org>, Loreal Weitzel <loreal.weitzel@arukahproject.org>, Carmel Jud <carmel@risingworldwide.org>, Jess Torres <jess@risingworldwide.org>, Becky Steinbruner <ki6tkb@yahoo.com>

Dear Dr. Sabbah and Santa Cruz County Board of Education,

I hope that you will consider issuing a Proclamation at your next Board meeting to recognize January as National Human Trafficking Prevention Month. <https://www.state.gov/national-human-trafficking-prevention-month/>

Your action will help raise local awareness of the issue that is already a problem, as identified by the 2024-2025 Santa Cruz County Civil Grand Jury Report *"Human Trafficking in Santa Cruz County: Voices Unheard, Signs Unseen."* https://www.santacruzcountycalifornia.gov/Portals/0/County/GrandJury/GJ2025_final/2025-5_Human_Trafficking_Report.pdf

[The Grand Jury requested a response from you regarding a recommendation related to the investigation.]

Please also give public recognition to Arukah Project and Rising Worldwide, the two local non-profit organizations that are operated by survivors of human trafficking, working tirelessly to help other survivors of sex and labor trafficking find safety, medical attention and other help to begin their long road of healing. These two non-profit organizations also provide education to help prevent local youth from being ensnared by traffickers into their dangerous web via social media.

It is critical that the Santa Cruz County Office of Education recognize the work these survivor-led agencies do helping educate youth to recognize and report online human trafficking recruitment and grooming, known to be on the rise among youth of all socio-economic populations.

Arukah Project and Rising Worldwide also work to effectively educate local law enforcement and first responders to recognize the signs of human trafficking and enable a victim to potentially seek safety and support.

<https://www.arukahproject.org/>

<https://risingworldwide.org/>

I have copied the primary contacts for Arukah Project (Loreal Weitzel) and for Rising Worldwide (Carmel Jud and Jess Torres) on this message and request that your office reach out to them to be included in any potential Proclamation of January as National Human Trafficking Prevention Month for the Santa Cruz County Office of Education and any Board meeting in January..

In the face of the impending World Cup and Super Bowl events scheduled to occur early in 2026 next door in Santa Clara County, it is critical to do all that we can to protect our youth and raise awareness of the human trafficking problem that already exists in Santa Cruz County and within the City of Watsonville.

This problem will potentially intensify with these two events known to be magnets for sex and labor traffickers.

Please publicly issue a Proclamation for the Santa Cruz County Office of Education to recognize January as National Human Trafficking Prevention Month at your next meeting, and publicly acknowledge the local efforts of Arukah Project and Rising Worldwide.

Thank you very much.

Sincerely,

Becky Steinbruner



Verenise Valentin <vvalentin@santacruzcoe.org>

Santa Cruz COE: Board self-Evaluation starts Jan 5th!

2 messages

Olivia Park <opark@csba.org>

Mon, Jan 5, 2026 at 8:46 PM

To: Abel Sanchez <asanchez@santacruzcoe.org>, Ed Acosta <eacosta@santacruzcoe.org>, Stacey Kyle <skyle@santacruzcoe.org>, Greg Larson <glarson@santacruzcoe.org>, Sue Roth <sroth@santacruzcoe.org>, Bruce Van Allen <bvanallen@santacruzcoe.org>, Rachel Williams <rwilliams@santacruzcoe.org>
 Cc: "vvalentin@santacruzcoe.org" <vvalentin@santacruzcoe.org>, Faris Sabbah <fsabbah@santacruzcoe.org>, Mike Walsh <MWalsh@csba.org>

Hello Team,

Congratulations to you and your board for choosing to conduct a COE board self-evaluation. Your self-evaluation is scheduled to open **Jan 5th** and will close **Jan 19th**. The evaluation is 52 multiple choice questions, and it takes approximately 15 minutes to complete.

Here is the link to your COE board self-evaluation survey: [Santa Cruz COE Evaluation](#) and if you have any questions or issues, please feel free to give us a call at 916-669-3258.

Frequently Asked Questions

How long will it take?

There are about 52 questions. Board members should set aside 15-30 minutes to complete the evaluation.

Will individual board member responses be visible on the report?

No. The report will reveal the range of responses without names attached.

Who gets the results, and when?

A report is generated automatically once the last board member completes the self-evaluation. The results are sent to the Board President and Superintendent.

After the district gets the results, what happens next?

In preparation for the board meeting where the BSE results will be discussed, the BSE report should be included in the meeting agenda materials for discussion during the open session.

Item 10.

Does the Brown Act apply to this material?

Yes. The Brown Act applies. The results should only be discussed once the item is posted as an open-session agenda item at a publicly noticed board meeting.

Can we discuss the results in a closed session?

No. Board self-evaluation does *not* qualify as a closed-session item. Board self-evaluation is conducted in an open session.

Kindly,

Olivia Park



Olivia Park

Administrative Specialist

California School Boards Association

o: 916.669.3258 | c: 714.791.2019

www.csba.org



Verenise Valentin <vvalentin@santacruzcoe.org>

Wed, Jan 7, 2026 at 1:32 PM

To: Vicente Martinez <[REDACTED]>, Ash Immoor <[REDACTED]>

Cc: Rachel Williams <rwilliams@santacruzcoe.org>, Faris Sabbah <fsabbah@santacruzcoe.org>

Hello Student Trustees,

As you may know, the board is conducting a board self-evaluation workshop on **Saturday, January 24 from 9am - 1pm at the County Office of Education**. You are more than welcome to participate in the workshop. If you do plan to attend, please complete the linked survey below. This will help provide more data and information that will guide the conversation and workshop.

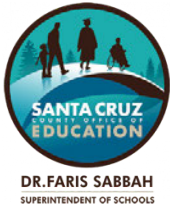
Please let me know if you have any questions.

Item 10.

Best,
Verenise

[Quoted text hidden]

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Verenise Valentín Figueroa, M.A.

Assistant to the County Superintendent

Direct Line (831) 466-5909

Department Line (831) 466-5900

www.santacruzcoe.org

vvalentin@santacruzcoe.org

400 Encinal Street, Santa Cruz, CA 95060

Pronouns: She/Her/Ella



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent

SUBJECT: Presentation on COE's Human Trafficking Awareness Efforts

BACKGROUND

Even before the Grand Jury's June 2025 findings, the COE had strong efforts in place to prevent human trafficking and raise awareness across our programs. Since the report, we have further strengthened and expanded this work. This item highlights our ongoing prevention and awareness efforts and the steps we are taking to keep students safe.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent
Rebecca Olker, Interim Deputy Superintendent, Business Services

SUBJECT: Interim Financial Certifications & COE Review Process

BACKGROUND

This presentation provides an overview of the interim financial certification process and the Santa Cruz County Office of Education's statutory role when a school district submits a First Interim report with a Qualified or Negative certification. A Qualified certification indicates the district may be unable to meet its financial obligations in the current fiscal year or the subsequent two fiscal years, while a Negative certification indicates the district will be unable to meet those obligations during that period.

In cases where a district files a Qualified or Negative certification, the Santa Cruz County Office of Education (COE) serves as the required fiscal oversight authority. The COE reviews the district's interim report, supporting assumptions, and fiscal projections; may request additional information or corrective actions; and issues its own determination to approve, conditionally approve, or not approve the report.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Receive the presentation.

Board Meeting Date: January 15, 2026

Interim Financial Certifications & COE Review Process

When a school district files its **First Interim** with a **qualified** or **negative** certification, it is formally signaling concern about its ability to meet its financial obligations—**qualified** means the district may not be able to meet obligations in the current year or the next two fiscal years, while **negative** means it will be unable to meet obligations in the current year or the next two fiscal years.

In this process, the **Santa Cruz County Office of Education (COE)** acts as the required fiscal overseer: it reviews the district's interim report and supporting assumptions, may request clarifications or corrective actions, and then issues its own determination (approving, conditionally approving, or not approving the report), often requiring a fiscal stabilization plan (FSP), budget revisions, spending controls, and more frequent monitoring—especially when a district is certified qualified or negative.

Latest Interim Budget Certifications since 23-24

School District	2023-2024		2024-2025		2025-2026	
	1st Interim	2nd Interim	1st Interim	2nd Interim	1st Interim	2nd Interim
Bonny Doon Union	Positive	Positive	Positive	Positive	Positive*	
Happy Valley	Positive	Positive	Positive	Positive	Positive*	
Live Oak	Negative	Positive	Qualified	Positive	Positive*	
Mountain	Positive	Positive	Positive	Positive	Positive*	
Pacific	Positive	Positive	Positive	Positive	Positive*	
Pajaro Valley	Positive	Positive	Positive	Positive	Qualified*	
San Lorenzo Valley	Positive	Positive	Positive	Positive	Positive*	
Santa Cruz City	Positive	Positive	Positive	Positive	Positive*	
Scotts Valley	Positive	Positive	Positive	Positive	Positive*	
Soquel Union	Positive	Positive	Positive	Positive	Positive*	

*Not yet reviewed and verified by the Santa Cruz COE Team



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: January 15, 2026

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Information

TO: Santa Cruz County Board of Education

FROM: Rebecca Olker, Interim Deputy Superintendent,
Business Services
Michelle Kennedy, Manager, Fiscal Services

SUBJECT: Disposal of Personal Property Worth Less than \$25,000

BACKGROUND

Two Portable Buildings Located at 251 Swift Street

Pursuant to Education Code section 1279, subdivision (b), the County Superintendent of Schools ("Superintendent") is authorized to dispose of personal property worth less than \$25,000 that belongs to the Santa Cruz County Office of Education ("SCCOE") if he certifies the value and submits that report to the County Board of Education for its review.

The SCCOE owns two adjoining portable buildings located at 251 Swift Street, Santa Cruz, CA 95060 (collectively, the "Portable Building"). The Superintendent intends to enter into an agreement with its district partner, the Santa Cruz City Schools ("District"), in which the Portable Building will be sold to the District for the price of One Dollar (\$1.00).

The Portable Building is in an older condition and worth less than \$25,000. Although the Portable Building has not been formally appraised, it is more than twenty (20) years old, with an estimated cost of removal between \$20,000 to \$35,000. It is reasonably believed that the cost of removal exceeds the value of the Portable Building. The Superintendent certifies that the Portable Building is worth less than \$25,000.

This item is informational only and submitted to the Board of Education for its review pursuant to Education Code section 1279, subdivision (b).

Board Meeting Date: January 15, 2026

FUNDING IMPLICATIONS

\$1.00

RECOMMENDATION

Receive report.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Information

TO: Santa Cruz County Board of Education

FROM: Rebecca Olker, Interim Deputy Superintendent, Business Services

SUBJECT: Resolution #26-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts

BACKGROUND

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

FUNDING IMPLICATIONS

This Resolution, pursuant to Education Code (E.C.) 42621 and E.C. 42622, is to allow the Superintendent to loan from the Santa Cruz County School Service Fund to the various individual school districts in Santa Cruz County experiencing a cash-flow emergency. The amount to be allowed for loaning is capped at \$5,000,000 on a first-come first-served basis. If there is a critical need to increase this cap, the Superintendent will bring to the board a request for an increase in the cap. Any use of this authorization is to provide a temporary “bridge loan” during fiscal year 2025-26 that addresses a school district’s realized/projected cash shortfall that would otherwise cause a district to not meet an immediate financial obligation and that would negatively impact payroll processing for district employees.

Board Meeting Date: January 15, 2026

Any school district requesting and approved for a Santa Cruz COE bridge loan will be obligated to repay the Santa Cruz COE fully and with a pro-rated daily interest rate equivalent to the rate that would be otherwise accrued by funds held in the Santa Cruz County Treasury. Re-payment of cash by the borrowing district will be made from a regularly scheduled apportionment from the State of California during fiscal years 2025-26 or 2026-27. Over the last ten years, this option has only been accessed once in Santa Cruz County.

RECOMMENDATION

Approve Resolution #26-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts.



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

Mr. Ed Acosta • Dr. Stacey Kyle • Mr. Greg Larson • Ms. Sue Roth

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

Student Trustees: Vicente Guillen Martinez & Ash Immoor

RESOLUTION #26-01
REGARDING TEMPORARY SHORT-TERM CASH LOANS TO SANTA CRUZ COUNTY
SCHOOL DISTRICTS

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

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

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

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

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

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 15th day of January 2026, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rachel Williams, Board President
Santa Cruz County Board of Education

Dr. Faris Sabbah
Santa Cruz County Superintendent of Schools



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Community Outreach & Legislative Committee

SUBJECT: Resolution #26-02 Proclaiming January 2026 As Human Trafficking Prevention Month

BACKGROUND

Human trafficking is a serious public health issue and crime that impacts individuals, families, and communities across generations, disproportionately affecting vulnerable and marginalized populations. This resolution acknowledges the prevalence of human trafficking locally, statewide, and globally; recognizes the need for coordinated, community-wide prevention and response efforts; and affirms the County of Santa Cruz's commitment to providing person-centered, trauma-informed, and culturally and linguistically appropriate support for those impacted.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #26-02 Proclaiming January 2026 As Human Trafficking Prevention Month

Board Meeting Date: January 15, 2026



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

Mr. Ed Acosta • Dr. Stacey Kyle • Mr. Greg Larson • Ms. Sue Roth
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Student Trustees: Vicente Guillen Martinez & Ash Immoor

RESOLUTION #26-02

PROCLAIMING JANUARY 2026 AS HUMAN TRAFFICKING PREVENTION MONTH

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

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

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

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

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

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

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

WHEREAS, the Santa Cruz County Office of Education (Santa Cruz COE) provides comprehensive training to all staff, including a mandatory Human Trafficking Awareness training co-created with survivor input and a partnership with nonprofit Rising Worldwide to facilitate survivor-led workshops that provide insight and awareness around prevention and intervention; and

WHEREAS, the Santa Cruz COE provides human trafficking awareness curriculum and resources to students and maintains a human trafficking awareness family resource guide to empower the school community and promote the safety and protection of all youth;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby proclaim the month of January 2026 to be Human Trafficking Prevention Month, and encourage the community to learn more about how they can help prevent and stop human trafficking.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 15th day of January, 2026, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rachel Williams, Board President
Santa Cruz County Board of Education

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



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Community Outreach & Legislative Committee

SUBJECT: Resolution #26-03 Recognizing February as Black History Month

BACKGROUND

The Santa Cruz County Board of Education recognizes February 2026 as National African American History Month, honoring the contributions of Black Americans to U.S. history, culture, and labor. This year's theme, "A Century of Black History Commemorations," marks the 100th anniversary of the first Black History Week in 1926 and explores the ongoing significance and impact of these annual celebrations. The Board reaffirms its commitment to equity, inclusion, and providing resources that promote understanding of Black history and the ongoing fight against systemic racism in schools and the community.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #26-03 Recognizing February as Black History Month

Board Meeting Date: January 15, 2026



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

Mr. Ed Acosta • Dr. Stacey Kyle • Mr. Greg Larson • Ms. Sue Roth
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Student Trustee: Vicente Guillen Martinez and Ash Immoor

RESOLUTION #26-03
RECOGNIZING FEBRUARY AS BLACK HISTORY MONTH

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

WHEREAS, the Black History Month 2026 theme, "A Century of Black History Commemorations," marks the 100th anniversary of the first Black History Week in 1926 and explores the ongoing significance and impact of these annual celebrations; and

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

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

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

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

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

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

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

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

WHEREAS, former Santa Cruz County Superintendent of Schools Michael Watkins became the first Black County Superintendent in California history following his election in 2006; and

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

WHEREAS, the Santa Cruz County Office of Education (Santa Cruz COE) facilitates the Countywide Black Student Union, a student-led group with the mission of creating a safe space for Black students and their allies to connect, build relationships, create community, and to develop and promote cultural awareness; and

WHEREAS, each spring, the Countywide Black Student Union helps organize a countywide Black Grad event to affirm and celebrate Black excellence in academics and to provide a ceremonial complement to high school graduation ceremonies; and

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby recognize and support National African American History Month in February 2026 by encouraging public officials, educators, librarians, and school communities to observe this month with appropriate programs, ceremonies, and activities.

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

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 15th day of January, 2026, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rachel Williams, Board President
Santa Cruz County Board of Education

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



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM COVERSHEET

Board Meeting Date: January 15, 2026

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Rebecca Olker, Interim Deputy Superintendent, Business Services
Melissa Lopez, Director, Fiscal Services

SUBJECT: Approval of the 2026-2027 Budget Calendar

BACKGROUND

The Board will be asked to approve the 2026-2027 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by the administration.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve of the 2026-2027 Budget Calendar.



Santa Cruz County Office of Education

Budget Development Process and Timeline

Single Budget Adoption

Fiscal Year 2026-27

Item 12.4

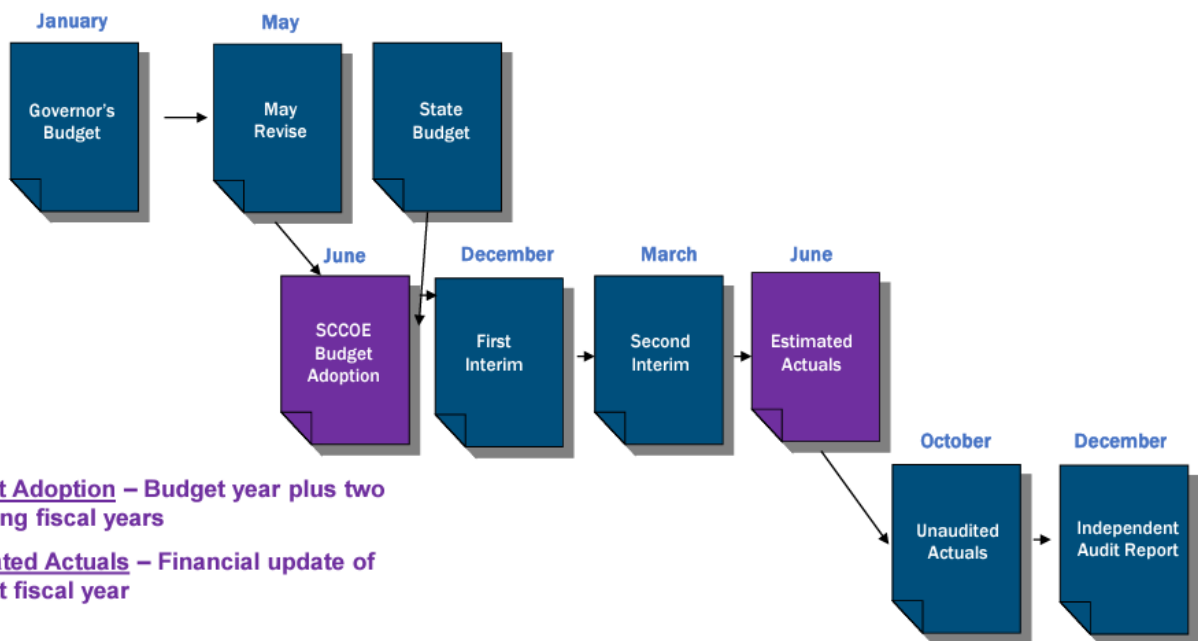
Goal: Develop an operating Budget that meets the goals and services priorities of the Santa Cruz County Office of Education and aligns with the Local Control Accountability Plan (LCAP).

Date	Activities/Procedures	Responsibility
January 10, 2026	Governor's Proposed Budget released	
January 20, 2026	School Services Budget Workshop – Sacramento	Deputy Supt, Business Exec Director, Director, and Manager Fiscal Services
January 29, 2026	Capitol Advisors Budget Workshop Santa Cruz COE (Tech Center)	Open to all staff, managers, and Board members
January 2026	Identify Preliminary Revenue Estimates	Deputy Supt Business and Director Fiscal Services
	Cabinet/Management discussions of known or anticipated major changes to funding, programs, and/or services	Superintendent/Cabinet
	Review personnel assignments with restricted funding sources with Human Resources and Program Directors and Managers	Director Fiscal Services, Human Resources & Program Managers
February 2026	Distribute Budget Development instructions, forms and reports to Program Directors, Managers, and Fiscal Leads	Director Fiscal Services
	Review and confirm preliminary Budgets and personnel assignments	Deputy Supt Business Director Fiscal Services Internal Financial Analysts
	Review preliminary personnel assignments with Human Resources and program managers	Director Fiscal Services Program Managers
	Review preliminary budgets with Program Managers, Directors, and Fiscal Leads	Director Fiscal Services Internal Financial Analysts
	Cabinet review of personnel changes and preliminary budget	Superintendent/Cabinet

March and April 2026	Meet with Program Directors, Managers, and Fiscal Leads to create and refine program budgets	Director Fiscal Services	Item 12.4
	Provide staffing and detailed budget reports to Program Directors, Managers, and Fiscal Lead(s) for final review as each program budget is completed	Director Fiscal Services Internal Financial Analysts	
April 2026	Prepare Preliminary Budget	Deputy Supt Business Director Fiscal Services	
Mid-May 2026	Governor's May Revise released		
	School Services May Revise Budget Workshop	Deputy Supt, Business Exec Director, Director, and Manager Fiscal Services	
	Capitol Advisors May Revise Budget Workshop	Open to all staff, managers, and Board members	
May 21, 2026	Report on status of preliminary Budget and LCAP to Board	Deputy Supt Business	
May 2026	Final modifications related to significant changes based on May Revise	Deputy Supt Business Director Fiscal Services	
May - June 2026	Meet with Board Budget Committee to review preliminary budget	Deputy Supt Business Director Fiscal Services	
June 1, 2026	Publish legal notice of public hearing on LCAP and Budget (minimum 10 days before public hearing)	Deputy Supt Business	
June 18, 2026	Hold public hearing on LCAP and Proposed Budget (no later than July 1) Presentation of Proposed Budget	Board of Education Deputy Supt Business Director Fiscal Services	
June 25, 2026	Adopt LCAP and Proposed Budget	Board of Education	
July 1, 2026	Submit Adopted Budget to CA Dept of Education (CDE)	Director Fiscal Services	
Mid-July 2026	School Services School Finance Conference, update on Enacted Budget	Deputy Supt, Business Exec Director, Director, and Manager Fiscal Services	

July - August 2026	Distribute final Budget reports to Program Directors, Managers, and Fiscal Leads	Director Fiscal Services Internal Financial Analysts	Item 12.4
Within 45 days of Enacted State Budget	Update Budget to reflect significant changes between Adopted Budget and changes from May Revise and Enacted State Budget	Director Fiscal Services Internal Financial Analysts	
October 15, 2026	Transmit prior year unaudited actuals financial statements to CA Dept of Education (CDE)	Director Fiscal Services	
December 15, 2026	File prior year Audit with State control agencies	Deputy Supt Business Auditors	

Budgeting and Financial Reporting – A Two-Year Process



State Budget Process



LEA Budget Process

