



# EDUCATION CODE/CDE/ CALPADS/CALSAAS/CREDENTIALS

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# KEY TERMS

- **Education Code:** *is a collection of laws that govern K-12 public education, covering topics like school governance, curriculum, teacher qualifications, funding, and student rights, and is created or changed by the governor and legislature.*
- **California Department of Education (CDE):** *is a state agency responsible for overseeing California's public education system, ensuring compliance with state and federal laws, and providing resources and support to local educational agencies and schools.*
- **Commission on Teaching Credentialing (CTC):** *is a California state agency responsible for setting standards for educator preparation, licensing, and credentialing, enforcing professional practices, and disciplining credential holders in the state's public schools.*

# KEY TERMS

- **CALPADS-** *is a statewide system used in California public schools to collect, maintain, and report individual-level data on students and staff, enabling longitudinal tracking and analysis for education purposes*
- **Credentials** - *The Commission (CTC) grants credentials and permits that allow individuals to teach or offer other services in California public schools. Each credential includes an authorization code and a statement explaining what services the educator is approved to provide. The code helps identify the educator's permitted roles, while the statement gives a detailed description of those services.*
- **California State Assignment Accountability System (CalSAAS)** : *a system used by the Commission on Teacher Credentialing (CTC) to monitor and address potential misassignments of educators in California public schools. CalSAAS identifies potential misassignments (exceptions) in educator assignments and provides a platform for Local Educational Agencies (LEAs) and County Offices of Education (COEs) to address and resolve them.*

# IS THIS A LICENSING REQUIREMENT FOR SCHOOL SITE SOCIAL WORKERS TO BE CREDENTIALALED?

- **Yes- Per CA Education Code**

- **Per Education Code 44065** – Specifies any person employed in a position requiring certification qualifications must hold a valid teaching position or service credential.
- **Per Education Code 44853** - It outlines the standards for the credentials themselves: school counselor, social worker and psychologists- all three are unique, and each holds an individual credential. [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C))
- **Per Education Code 44857** – Details, each person employed in a position requiring certification must register a valid credential within 60 days of the commencement of their service year. (CALSAAS)
- **Education Code 45034** Prohibits County offices and school districts from paying the salary of any person employed in a position requiring certification qualifications without holding the proper certification document.

# CAL SAAS MONITORING

## Information occurs on census date- report information for CALPADS ( funding source of information)

- The comparison occurs with data collected on CDE's CALPADS Fall 2 Census date. CDE collects data annually, on the first Wednesday in October. This specific date is like taking a snapshot of the information at that moment. The system compares records from this date to track teacher and service provider assignments. If a teacher doesn't have the right credentials for their job on that day, it will flag an issue in the system.
- Once issues (called "exceptions") are flagged in CalSAAS, they stay in the system for 90 days.
- School districts (LEAs) have **60 days** to review and respond to these exceptions (misassignments). After that, their initial review window closes.
- If an exception is sent back to them for changes, they get an **extra 30 days** to make updates.
- The agencies overseeing them (Monitoring Authorities, or MAs) **KCSOS** can see these exceptions the whole time. They can review them as LEAs respond or wait until the final 30 days to go over everything.
- CalSAAS also allows LEAs and MAs to communicate, discuss issues, and upload supporting documents during this 90-day period.

# OVERVIEW OF WHAT IS OCCURRING WITHIN ALL COMPONENTS OF MONITORING



# WHAT CAN HAPPEN IF MISASSIGNMENTS ARE CONTINUALLY NOT CORRECTED:

California Code, Education Code - EDC § 44258.9

**(j) The commission may promulgate regulations that define standards for a local educational agency, including a charter school, that consistently misassigns employees and what sanctions, if any, to impose on that local educational agency.**

- 19-20 - Non-consequential year- rolled out
- 20-21- Full roll-out; begins with this being the first consequential year (withheld sanctions due to pandemic school closures)
- 21-22- The reopening of schools; again, sanctions will not be given due to the pandemic, high absenteeism rate, unforeseen people not returning to the profession, sub credentials extended longer than 30 days and TCC given to substitutes- would create a large amount misassignments due to pandemic
- 22-23 - Reported misassignments: non-compliance with the Education Code and CTC- recovery year from COVID
- 23-24- Reported misassignments: non-compliance with the Education Code and CTC
- 24-25 - Current year- unknown if sanctions will occur; most feel at the State level, there will be sanctions of some sort – related to the Education Code and CTC accountability. (need to correct before census date in 25-26/ credential in place within 60 days per Ed. Code 44857 )

# CORRECTIONS NEEDED TO BE IN COMPLIANCE

Taking corrective action now is in the district's best interest, as it ensures compliance with the Education Code and CTC regulations, reducing potential risks.

The following information was shared with all social workers on January 4, 2025.

- Social Workers have been reported as misassigned for several years, and the District must correct this to comply with the Education Code and CTC.
- The District has tried to justify the assignments using LCSW license numbers, but CDE still considers them misassigned. It is unclear what consequences may arise this year.
- This issue is strictly about compliance and does not reflect the quality of their work with students.
- Some options discussed in the meeting included:
  - Contacting their university to see what is needed to obtain a PPS credential in Social Work.
  - Working as an independent contractor (a common approach for schools).
  - Enrolling in a program to earn a PPS-Social Work credential, with the District potentially applying for a Variable Term Waiver (renewable for up to five years if progress is shown).
  - Researching a suitable program to obtain a PPS in Social Work.
  - Contacting the CTC Roadmap to Teaching for guidance.
  - Dr. Romero also mentioned a summer program for those with an LCSW and is looking into whether the District can assist with the cost of obtaining a PPS credential.

# JOB DESCRIPTION OF SOCIAL WORKER

- Originally posted During the 20-21 school year (reopening of schools for the 21-22) – has not been changed since original posting.



Date: April 13, 2021

Range: AA 577,498 - 592,453

Classification: Management/Confidential

## Job Description

## School Social Worker

### DEFINITION

Under the supervision of the site principal or designee, the School Social Worker will be responsible for providing social services to students and their families or parents. The School Social Worker will be responsible for assisting students with barriers to academic achievement by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. The School Social Worker will work with parents/guardians, teachers, principals, community based resources, and district employees to provide intervention and prevention services that promote students' positive school adjustment.

### EXAMPLES OF DUTIES –Not all inclusive

- Consults and collaborates with school personnel to promote a school environment responsive to the needs of children; provides in-service training services to school staff on positive behavioral interventions, evidence-based interventions, and other best practices.
- Provides individual, group, and family counseling sessions/treatment and maintains documentation pertaining to treatment and counseling goals.
- Coordinates and facilitates parent engagement activities.
- Conducts bio-psycho-social assessments and diagnosis of behavior; creates intervention plans for behavioral support.
- Provides crisis intervention and family consultation services.
- Provides training for parents on parenting, health education, and behavior management.
- Provides parents with guidance and education on addressing significant physical, emotional, and psychological developmental changes in student.
- Identifies and develops programs and activities to address situations adversely affecting the personal, socio-emotional, and academic development of the students.
- Works as part of the team to support school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that improves academic and social behavior outcomes for all the students; such as Positive Behavioral Interventions & Supports (PBIS).
- Coordinates and facilitates youth development activities.
- Provides field supervision for School Social Work Interns in the implementation of micro, mezzo, and macro evidence-based practices.
- Maintains records for the purpose of documenting activities and complying with mandated requirements, including but not limited to case management records.
- Maintains confidentiality of information for the purpose of meeting privacy requirements.
- Prepares reports, documents, and other written materials for the purposes of documenting activities, providing written references, and/or conveying information.
- Supports and/or participates in school multi-disciplinary teams, including Student Study Teams (SST).

- Conducts home visits as needed.
- Acts as a community liaison with social service agencies and community networks.
- Makes appropriate referrals to mental health, social services, and other community agencies as needed.
- Serves foster youth in a support role; makes contact with foster youth; monitors school adjustment and progress.
- Performs duties as assigned by principal.

### QUALIFICATIONS

#### Knowledge of:

- Experience providing case management, facilitating groups, and counseling in a school setting.
- Education Codes
- Local, regional, and statewide resources to support students and families.
- Maintain accurate records and reports.
- Knowledge and experience with computers, including but not limited to: word processing, power point, databases, and internet access.
- Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

#### Ability to:

- Express oneself effectively in public, in conferences, and in written materials.
- Work harmoniously and effectively with students, parents, community members, and school staff.
- Work with a diverse population.
- Meet schedules and timelines.
- Work independently with little direction.
- Maintain confidentiality and use of discretion.
- Speak and understand Spanish preferred, but not required.
- Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
- Fingerprint clearance by both Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

### EDUCATION / EXPERIENCE

- Master's degree from an accredited college/university in Social Work or related field of study.
- Valid California Pupil Personnel Services (PPS) Credential in Social Work required.
- Licensure as a Clinical Social Worker desired.
- Two (2) years of K-12 Social Work experience, preferably in a school setting.
- Previous experience working with at-risk youth (e.g. gang, truancy, foster youth).
- Knowledge of current prevention and intervention programs/strategies.
- Experience facilitating groups, presentations, monitoring programs, and report writing.
- Experience collaborating with community-based organizations, law enforcement, and other government agencies.
- Experience working with school multidisciplinary teams.

### WORKING CONDITIONS

#### Environment:

- Professional educational environment.
- Business attire required.

### Physical Abilities:

- This type of work involves sitting, standing, walking, bending, and stooping from brief periods of time to lengthy periods of time.
- Persons performing services in this position classification will incur frequent interruptions and work in a high-pressure environment.
- Essential job functions include: Perceiving the nature of sound; near and far visual acuity; depth perception; providing oral and written communication; ability to speak and project voice in either an enclosed or open area; manual dexterity to handle and work with various materials, objects and equipment; driving a motor vehicle; and the ability to perform a variety of physical activities.
- Sufficient strength to exert 25-50 pounds of force to lift, carry, push, pull or otherwise move objects.

### TERMS OF EMPLOYMENT (Work Year)

- 205 work days
- Eight (8) hours per day, five (5) days per week, according to the district schedule.

### REASONABLE ACCOMMODATION

The District will comply with all legal requirements relating to reasonable accommodation for employees and job applicants.

# PERSONNEL DEPARTMENT- PROCESS FOR HIRING AND REVISING JOB DESCRIPTIONS:

## Job Description:

All job descriptions must be board-approved. This has been followed at all times, as the board minutes and agenda record “draft” changes and approval/ feedback has been sought following the meeting.

SSW- The job description has not been revised or changed since its approval on April 13, 2021, and is viewable on the personnel department website under job descriptions. Education and Experience are listed as follows:

### EDUCATION / EXPERIENCE

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Hiring managers are consulted on requests for new positions and backfilling vacancies.

- If the hiring Manager states the position is still needed, we follow everyday hiring practices for posting, testing, interviews, and hiring
- If a position is requested to be added, it is to be discussed with rationale at the cabinet Superintendent, CBP, COI, and COP.

# QUESTIONS

