

**SANTA CRUZ CITY SCHOOLS DISTRICT  
 REGULAR MEETING FOR THE ELEMENTARY AND SECONDARY DISTRICTS  
 WEDNESDAY, JANUARY 17, 2024  
 OPEN SESSION BEGINS AT 6:30 P.M.  
 ZOOM REMOTE BOARD MEETING**

**COMMUNITY MEMBERS CAN PARTICIPATE REMOTELY VIA ZOOM OR  
 IN PERSON AT THE COUNTY OFFICE OF EDUCATION, BOARD ROOM  
 400 ENCINAL STREET, SANTA CRUZ, CA.  
 MASKS ARE STRONGLY ENGOURAGED**

[Click on this link to join meeting.](#)

Meeting ID: 834 6318 6784

Meeting Password: SCCS

**POSTED**

**DATE:**

**TIME:**

**LOCATION:**

**EMPLOYEE:**

*If a member of the community would like to make public comment on a closed session item, please join Zoom. Public comment will begin promptly at 5:00 p.m.*

[Click on this link to make public comment on a closed session item.](#)

**AGENDA**

<b>Item</b>	<b>Purpose / Support</b>
<b>Agenda</b>	
<b>1. Convene Closed Session</b>	<b>5:00 p.m.</b>
1.1 Roll Call	
1.2 AB 2449 Remote Attendance	
1.3 Public Comments prior to Closed Session	<i>Members of the public may comment on items that are listed on the Closed Session Agenda.</i>
<b>2. Closed Session Items</b>	
2.1 Final Settlement Agreement: Special Education	<i>Information for possible action.</i>
2.2 Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments	<i>Information for possible action.</i>
2.3 Public Employee Discipline/Dismissal/Release/Complaint (Govt. Code Section 54957)	<i>Information for possible action.</i>
2.4 Conference with Labor Negotiators (Govt. Code Section 54957.6)	<i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the GSCFT.</i>
2.5 Conference with Labor Negotiators (Govt. Code Section 54957.6)	<i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the SCCCE.</i>
2.6 Meet and Confer: SCCS Association of Managers and Administrators	<i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding the Meet and Confer Agreement with the SCCS Association of Managers and Administrators (AMA).</i>
2.7 Meet and Confer: SCCS Confidential Unit	<i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding the Meet and Confer Agreement with the SCCS Confidential Unit.</i>

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	<b>Item</b>	<b>Purpose / Support</b>
2.8	Meet and Confer: Non-Represented Assistant Superintendents	<i>SCCS Negotiator Munro will provide an update to and receive direction from Trustees regarding the Meet and Confer Agreement with the non-represented Assistant Superintendents.</i>
<b>3.</b>	<b>Convene Open Session</b>	<b>6:30 p.m.</b>
3.1	Welcome	
3.2	Pledge of Allegiance	
3.3	Agenda Changes, Additions or Deletions & Announcements	
3.4	AB 2449 Remote Attendance	
<b>4.</b>	<b>Public Comments</b>	<i>For presentations of matters <b>not</b> on the Agenda. 3 minutes for individuals; 15 minutes per subject.  <b>Note to Members of the Public: Thank you for taking the time to attend this meeting. Santa Cruz City School Board Members appreciate your presence and your comments regarding items not on the agenda are valued. Per Santa Cruz City Schools Board Bylaw protocols, Trustees will not comment on Public Comments during this time.</b></i>
<b>5.</b>	<b>Superintendent's Report</b>	
5.1	Superintendent's Report	
5.2	Student Trustees' Reports	
<b>6.</b>	<b>Board Members' Reports</b>	
6.1	Board Members' Reports	
6.2	Board President's Report	
<b>7.</b>	<b>Approval of Minutes</b>	
7.1	<a href="#">Meeting October 25, 2023</a>	
7.2	<a href="#">Meeting November 8, 2023</a>	
7.3	<a href="#">Special Meeting December 6, 2023</a>	
7.4	<a href="#">Study Session Meeting December 6, 2023</a>	
<b>8.</b>	<b>General Public Business</b>	
<b>8.1</b>	<b>Report of Closed Session Actions</b>	
8.1.1	Report of Actions Taken in Closed Session	
8.1.2	Acknowledgement of Gifts	

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	<b>Item</b>	<b><i>Purpose / Support</i></b>
<b>8.2</b>	<b>Items to Be Transacted and/or Discussed</b>	
<b>8.2.1</b>	<b>Educational Services</b>	
8.2.1.1	<a href="#">Staff Report: Art &amp; Music Programs Update</a>	<i>Staff will present an update on the Art and Music Programs.</i>
8.2.1.2	<a href="#">Staff Report: Local Control Accountability Plan Update: Integrated English Language Development</a>	<i>Staff will present an update on the Local Control Accountability Plan: Integrated English Language Development.</i>
<b>8.2.2</b>	<b>Business Services</b>	
8.2.2.1	<a href="#">Staff Report: Bond Budget Update</a>	<i>Staff will present an update on the Bond Budget.</i>
8.2.2.2	<a href="#">New Business: AB1200 for Tentative Agreement with GSCFT</a>	<i>Recommendation: Approve the AB1200 for Tentative Agreement with GSCFT.</i>
8.2.2.3	<a href="#">New Business: AB1200 for Tentative Agreement with SCCCE</a>	<i>Recommendation: Approve the AB1200 for Tentative Agreement with SCCCE.</i>
<b>8.2.3</b>	<b>Human Resources</b>	<i>None</i>
8.2.3.1	<a href="#">New Business: Tentative Agreement between SCCS and GSCFT</a>	<i>Recommendation: Approve the Tentative Agreement between SCCS and GSCFT.</i>
8.2.3.2	<a href="#">New Business: Tentative Agreement between SCCS and SCCCE</a>	<i>Recommendation: Approve the Tentative Agreement between SCCS and SCCCE.</i>
<b>8.2.4</b>	<b>Governance/Superintendent</b>	<i>None</i>
<b>8.3</b>	<b>Consent Agenda Non-Contract Items and Items to be Received: These matters may be passed by one roll call motion.</b>	
<b>8.3.1</b>	<b>Educational Services</b>	
8.3.1.1	<a href="#">Second Quarter William's Report</a>	
8.3.1.2	<a href="#">School Accountability Report Cards</a>	
8.3.1.3	<a href="#">Overnight Field Trip Request: Soquel High School – Hollywood Heritage Music Festival</a>	
8.3.1.4	<a href="#">International Field Trip Request: Soquel High School – Biotech CTE Class to London</a>	
8.3.1.5	<a href="#">Out of State Travel Request: Special Education</a>	
8.3.1.6	<a href="#">A-G Grant Progress Report</a>	
<b>8.3.2</b>	<b>Business Services</b>	
8.3.2.1	<a href="#">Purchase Orders, Bids &amp; Quotes</a>	

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	<b>Item</b>	<b><i>Purpose / Support</i></b>
8.3.2.2	<a href="#">Warrant Register</a>	
8.3.2.3	<a href="#">Budget Transfers</a>	
8.3.2.4	<a href="#">Disposition of Surplus</a>	
8.3.2.5	<a href="#">Notice of Completion</a>	
<b>8.3.3</b>	<b>Human Resources</b>	
8.3.3.1	<a href="#">Certificated Personnel Actions</a>	
8.3.3.2	<a href="#">Classified Personnel Actions</a>	
8.3.3.3	<a href="#">Annual Resolution 10-23-24: Tie Breaker Criteria</a>	
8.3.3.4	<a href="#">Annual Resolution 11-23-24: District Needs</a>	
8.3.3.5	<a href="#">Revised Job Description: Mental Health Specialist</a>	
<b>8.3.4</b>	<b>Governance/Superintendent</b>	
8.3.4.1	<a href="#">Gifts</a>	
<b>8.4</b>	<b>Consent Agenda: General Contracts &amp; Agreements</b>	
<b>8.4.1</b>	<b>Educational Services</b>	
8.4.1.1	<a href="#">Memorandum of Understanding: Cabrillo College – Running Start</a>	
8.4.1.2	<a href="#">Contract: Galileo Summer Camp</a>	
<b>8.4.2</b>	<b>Business Services</b>	
8.4.2.1	<a href="#">Flash Storage Arrays Project Proposal for Information Technology Department</a>	
8.4.2.2	<a href="#">Contract: Cisco Umbrella Fire Wall Protection Renewal and Upgrade</a>	
8.4.2.3	<a href="#">Harbor High Marquee Repair</a>	
8.4.2.4	<a href="#">Chromebook Purchase with Warranty</a>	
8.4.2.5	<a href="#">Sierra Schools Equipment: Quote: Gault Elementary Schools New Building Furniture</a>	
<b>8.4.3</b>	<b>Human Resources</b>	<i>None</i>
<b>8.4.4</b>	<b>Governance/Superintendent</b>	<i>None</i>

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<b>Item</b>	<b><i>Purpose / Support</i></b>
<b>8.5</b>	<b>Consent Agenda: Bond Projects, Contracts, Agreements, Proposals, Bids &amp; Change Orders</b>
8.5.1	<a href="#"><u>Bosco Construction Services, Inc.: Change Order 1: DeLaveaga Elementary School Cold Storage</u></a>
8.5.2	<a href="#"><u>E-Control Systems, Inc.: Quote: DeLaveaga Elementary School Cold Storage Temperature Sensors</u></a>
8.5.3	<a href="#"><u>Fiber Optic Telecom International: Proposal: Soquel High School Electronic Key Card System Access Control Implementation</u></a>
8.5.4	<a href="#"><u>M3 Environmental: Proposal: DeLaveaga Elementary School Cold Storage</u></a>
8.5.5	<a href="#"><u>Moore Twining: Change Order 1: Santa Cruz High School C &amp; D Modernization Special Inspection and Materials Testing</u></a>
8.5.6	<a href="#"><u>Santa Clara Valley Construction Inspections: Change Order 1: Gault Elementary School</u></a>
8.5.7	<a href="#"><u>SC Builders: Change Order 2: Soquel High School Fitness Room Modernization Increment 2</u></a>
8.5.8	<a href="#"><u>TekVisions Inc.: Quote: Santa Cruz High School Food Service Point of Sale Machines</u></a>
<b>9.</b>	<b>Possible Items for Future Meeting Agendas</b>
<b>10.</b>	<b>Adjournment</b>
<b>11.</b>	<b>Return to Closed Session (if necessary)</b>
<b>12.</b>	<b>Closed Session Action Report (if necessary)</b>
<b>13.</b>	<b>Adjournment</b>

The board book for this meeting, including this agenda and back-up materials, may be viewed or downloaded online: [http://sccs.net/board\\_of\\_education](http://sccs.net/board_of_education) or may be viewed at the District Office, 133 Mission St. Ste. 100, Santa Cruz, CA 95060.

**Public Participation:**

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz City Schools Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the

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agenda. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session.

**Translation Requests:**

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Wednesday Manners by telephone at (831) 429-3410 extension 48220.

**Las Solicitudes de Traducción:**

Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Wednesday Manners por teléfono al número (831) 429-3410 x48220.

**Board Meeting Information**

1. The Study Session on January 31, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on February 14, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on February 28, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on March 13, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on March 27, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Regular Board Meeting on April 10, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Study Session Meeting on April 24, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
8. The Regular Board Meeting on May 15, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Study Session on May 22, 2024, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
10. The Regular Board Meeting on May 29, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
11. The Regular Board Meeting on June 12, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

**MINUTES OF THE REGULAR MEETING  
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION  
FOR THE ELEMENTARY AND SECONDARY DISTRICTS  
October 25, 2023**

**Convene Closed Session**

Board Vice President Threet called this Closed Session Meeting to order at 5:29p.m.

**Remote Attendance**

Superintendent Munro requested approval of the board on behalf of Board President Owen to be allowed to attend remotely per AB 2449 Remote Attendance permissions. Trustee Owen has requested remote attendance via the just cause exemption. Trustee Owen is doing work for a federal agency.

Trustee Coonerty motioned to approve Trustee Owen to attend remotely per AB 2449 Remote Attendance. Trustee Vestal seconded the motion.

The motion was passed by the following roll call vote:

<b>Roll Call Vote:</b> Meeker – Yes	Kelley – Yes	Threet – Yes	Grossman – Yes
Coonerty – Yes	Vestal – Yes	Owen – Yes	

**Teleconference Notice**

Superintendent Munro announced for the record that this meeting is being conducted pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings. Board member Grossman is participating in this meeting by video call from the Marriott Marquis Houston, 1777 Walker Street, Houston, TX, 77010. In accordance with the Brown Act, this location has been identified on the agenda for this meeting.

**Public Comments for Closed Session Agenda Items**

Matt Bruner, Co-President of the GSCFT made a public comment alongside Helayne Ballaban, Jody Kropholler, Sarah Rominger, Jessica Hoffschneider and Sara Hapner to provide additional context to the Board regarding the union’s proposals at the negotiating table. Mr. Bruner discussed difficulties that staff are facing, saying a difficult housing market in Santa Cruz County along with the increase of benefits costs has eroded the value of their pay schedule. He stressed the necessity of showing current and prospective teachers that working with SCCS would enable them to become financially stable integral members of the communities they serve, asking the Board to consider their requests at the table. He noted that their colleagues in Classified positions are facing ongoing financial struggles as well. Mr. Bruner concluded by saying the union always negotiates with the District’s fiscal solvency in mind and conveyed gratitude for the ongoing efforts to improve working conditions with SCCS.

**Convene Open Session**

Board Vice President Threet called this Regular Meeting Open Session to order at 6:38p.m.

**Attendance at Meeting**

Patricia Threet	Angela Meeker	Kyle Kelley	Claudia Vestal
Sheila Coonerty			

Remote: John Owen

Remote: Kevin Grossman

Student Board Representative, Matthew Simon

Student Board Representative, Jimena Vazquez Veloz

Student Board Representative, Zach Von Worley

Dorothy Coito, Assistant Superintendent, Educational Services

Jim Monreal, Assistant Superintendent, Business Services

Kris Munro, Superintendent

Absent: Molly Parks, Assistant Superintendent, Human Resources

Members of the Audience

**Welcome and Format**

Board Vice President Threet welcomed those in attendance and explained the format used for this Regular Meeting of the Board of Education.

**Remote Attendance**

Superintendent Munro requested approval of the board on behalf of Board President Owen to be allowed to attend remotely per AB 2449 Remote Attendance permissions. Trustee Owen requested remote attendance via the just cause exemption. Trustee Owen is doing work for a federal agency.

Trustee Meeker motioned to approve Trustee Owen to attend remotely per AB 2449 Remote Attendance. Trustee Vestal seconded the motion.

The motion was passed by the following roll call vote:

<b>Roll Call Vote:</b> Meeker – Yes	Kelley – Yes	Threet – Yes	Grossman – Yes
Coonerty – Yes	Vestal – Yes	Owen – Yes	

Student Trustee Simon recommended a yes vote on this matter.

Student Trustee Vazquez Veloz recommended a yes vote on this matter.

Student Von Worley recommended a yes vote on this matter.

**Teleconference Notice**

Superintendent Munro announced for the record that this meeting is being conducted pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings. Council/Board member Grossman is participating in this meeting by Zoom call from the Marriott Marquis Houston, 1777 Walker Street, Houston, TX, 77010. In accordance with the Brown Act, this location has been identified on the agenda for this meeting.

**3.3 Agenda Changes, Additions, or Deletions**

A correction was made to the slide deck for agenda item 8.2.2.1 Preliminary CBEDS Report.

**PUBLIC COMMENTS**

None

**SUPERINTENDENT’S REPORT**

**Superintendent’s Report**

Superintendent Munro began her report by discussing the College and Career awareness month and emphasized the importance of acknowledging efforts this month to engage students. Bay View elementary



held a series of talks by guest speakers discussing various professions, accompanied by students dressing up to represent their desired careers. Ms. Munro discussed the professional development work staff have been involved in, including numerous counselors' attendance at a statewide conference in Riverside, training sessions for classified staff, and coaches receiving training on positive feedback. Superintendent Munro concluded her report by expressing gratitude to Trustee Kelly for attending the Educator Workforce Housing community meeting and said she was happy about the community's curiosity about the housing plans.

### **Student's Report**

Student Board Representative Simon shared that counselors met with seniors to discuss college applications and Financial Aid. He discussed the new Principal's Advisory Committee, where the primary aim is to collaborate and devise strategies to enhance Soquel's school culture. Student Trustee Simon concluded his report by sharing that there are plans for a Halloween costume contest and highlighting the celebration of Dia de los Muertos with music, singing, and agua frescas.

Student Board Representative Vazquez Veloz shared that teachers engaged in professional development last Thursday, where they focused on integrated English Language Development (ELD) and how to support diverse learners in class. Ms. Vazquez Veloz celebrated Harbor's football victory during senior night against Pajaro Valley Unified. Additionally, she discussed the usage of the 5 Star app, revealing that 79% of students participated in 1 or 2 events, while 350 students joined in 4 or 5 activities. Furthermore, Ms. Vazquez Veloz addressed the commencement of student registration for IB testing, with 206 students signing up for one or more IB scores that could potentially earn college credit. Ms. Vazquez Veloz concluded her report by expressing profound pride for students embracing challenges, demonstrating their belief in themselves, encouraging themselves to take risks and to tackle difficult tasks.

Student Board Representative Von Worley shared that following a four-day weekend, which coincided with the conclusion of the first grading quarter, students used the time to focus on their college applications. He noted bathroom improvements made after an inspection with Superintendent Munro to address issues, such as acquiring larger trash cans and towel dispensers for the gender-neutral bathrooms. Mr. Von Worley also mentioned the recent Senior Night events, with an unfortunate loss at the Girls Volleyball Senior Night but the victorious outcome in the Water Polo Senior Night. Closing his report, he discussed upcoming events including a Halloween costume contest and an early childhood field trip, as well as plans to send staff members to Sacramento for training on promoting positive reinforcement and encouraging good behavior

## **BOARD MEMBERS' REPORTS**

### **Board Members' Reports**

Trustee Meeker began her report by expressing gratitude to the dedicated staff who have been instrumental in facilitating opportunities for college and career exploration over the past week, and throughout the year. Specifically, she commended staff members who ensured that students were able to experience the opportunities firsthand. Trustee Meeker concluded her report by conveying her enthusiasm for future events, noting the upcoming 75th Annual Gault Halloween Parade and Dia de los Muertos celebrations.

Trustee Threet began by discussing her attendance at the sold-out CTE benefit dinner, where all six CTE programs from Soquel High School were represented. Ms. Threet shared that Mr. Bentley, Soquel's Agriculture teacher, expressed gratitude at the event to the board, leadership, and the community for their support for the parcel tax, which enables these vital programs to thrive. Trustee Threet emphasized the significance of these programs in preparing students for their post high school endeavors. Additionally, Ms. Threet shared that she attended the Cabrillo Pumpkin Sale where she had the opportunity to tour the agricultural department and

encountered a former SCCS student who had benefited from the CTE Agriculture course. Trustee Threet ended her report by noting the mandate from the Governor for elementary schools to incorporate cursive writing into their curriculum again.

Trustee Grossman shared updates from a recent parent leader dinner. He was pleased to gather insights from various parent leaders about enhancing community communication. Mr. Grossman noted the valuable knowledge he has gained from CSBA Courses which have been aiding him in his role as a board member. Trustee Grossman joined in a well-attended choir and band performance at Mission Hill, noting the impressive turnout. Looking ahead, he expressed anticipation for upcoming events like the 7th Annual Gault Halloween Parade along with other activities in the district and broader community. Towards the end of his report, Trustee Grossman expressed gratitude to teachers, classroom aids, facilities and classified staff for their dedicated efforts in educating students and maintaining conducive learning environments. Additionally, he appreciated the support of parents and acknowledged students for their commitment to academic excellence.

Trustee Coonerty noted an observation she made concerning community members who have pursued professions aligned with their aspirations after high school; citing examples such as doctors, medical associates, and mechanics. She commended the District for providing these individuals with opportunities to pursue their desired career paths.

Trustee Vestal recounted that she attended a SCHS Band Review rehearsal where she observed band members creating individual buttons for the 59 participating bands. She admired the leadership demonstrated during the rehearsal, especially in light of having a substitute teacher that day. Moreover, she participated in a California School Board Association event, where legislative updates were provided, covering areas such as school nurse protocols, cybersecurity support, and advocating for transparency in the County Office of Education programs. To wrap up her report, Trustee Vestal praised the exceptional leadership within the district and commended the remarkable efforts of the student trustees for their outstanding work and contributions.

Trustee Kelley discussed attending the community meeting regarding educator housing, where he heard a mix of concerns and positive sentiments from the public. Notably, former principals, trustees and members of the Santa Cruz Education Foundation showed up to express support, signaling their genuine interest in welcoming educators to their neighborhood. He emphasized the Westside community's eagerness to learn more about the plans for implementing this housing initiative.

### **Board President's Report**

Board President Owen had no report to share. Trustee Owen stated that he has been away for nearly two weeks and expressed his anticipation to return to Santa Cruz.

### **APPROVAL OF MINUTES**

None

### **GENERAL PUBLIC BUSINESS**

### **Closed Session Items**

#### **Report of Actions Taken in Closed Session**

1. Mr. Monreal shared information with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments. Vote 7-0.
2. Ms Munro did not have information to share regarding Public Employee Discipline/Dismissal/Release/Complaints.

3. Mr. Monreal provided an update to and received direction from Trustees regarding negotiations with the GSCFT.
4. Mr. Monreal provided an update to and received direction from Trustees regarding negotiations with the SCCCE.

### **ITEMS TO BE TRANSACTED AND/OR DISCUSSED**

#### **8.2.1.1 Staff Report: School Based Mental Health Programs and Support**

Assistant Superintendent Coito introduced Director of Student Services Casey O'Brien to present the report on School Based Mental Health Programs and Support. SCCS utilizes the Multi-Tiered Systems of Support (MTSS) Framework to address mental health and social emotional learning for students. Positive mental health and wellness have a direct impact on students' ability to engage in learning, on their social development, and on their academic achievement. SCCS has made investments in additional staffing such as Social Emotional Counselors to address the increasing mental health challenges our students face. Staff will share examples of the District's tiered programming, some data from the Social and Emotional Health Survey, and hear from staff experts about their work with students. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

#### **8.2.2.1 Staff Report: Preliminary CBEDs Report**

Assistant Superintendent Monreal presented the Preliminary CBEDs Report. The California Basic Educational Data System (CBEDS) is an annual data collection administered the first Wednesday in October. The purpose of CBEDS is to collect demographic information on students, faculty, and district employees. The District has experienced a slight increase in enrollment from 2022-23 to 2023-24 of 169 students. Staff will provide a report on year-over year enrollment variations by grade span. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

#### **8.2.3.1 Staff Report: Annual Personnel Commission Report**

Superintendent Munro introduced Director of Classified Personnel Kenee Houser to present the Annual Personnel Commission Report. As required by Education Code Section 45266, the Director shall prepare an annual report on Personnel Commission activities which shall be submitted to the Board of Education. The attached report describes the activities of the Personnel Commission for the fiscal year 2022-2023. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

#### **8.2.4.1 New Business: CSBA for Board Policies First and/or Final Reading**

Superintendent Munro introduced the CSBA Board Policies for First and/or Final Reading. Policies are submitted through the GAMUT online board policy book updating process, which uses CSBA recommendations for review and change approximately six times per year in participating districts. These recommendations reflect recent changes in education code and/or case law. The policies have been reviewed by staff to ensure that any required customization for Santa Cruz City Schools has been included. In addition, there was a change to BP 6142.1 to reflect current school curriculum practices. The Policy Guidesheet provides a basic overview of the policy changes. Trustees asked questions and had discussion.

Trustee Vestal motioned to approve the CSBA Board Policies for the First and Final Reading. Trustee Meeker seconded the motion.

The motion was passed by the following roll call vote:

<b>Roll Call Vote:</b> Meeker – Yes	Kelley – Yes	Threet – Yes	Grossman – Yes
Coonerty – Yes	Vestal – Yes	Owen – Yes	

Student Trustee Simon recommended a yes vote on this matter.

Student Trustee Vazquez Veloz recommended a yes vote on this matter.

Student Von Worley recommended an Abstain vote on this matter.

MSP (Vestal/Meeker) 7-0, the Board of Education approved the First and Final Reading of the CSBA Board Policies.

### **GENERAL PUBLIC BUSINESS**

#### **Consent Agenda**

8.3.1.1 1st Quarter Williams Report, 8.3.1.2 Career Technical Advisory Committee Appointments, 8.3.1.3 Overnight Field Trip Request: Outdoor Science School, 8.3.2.1 Purchase Orders, Bids & Quotes, 8.3.2.2 Warrant Register, 8.3.2.3 Budget Transfers, 8.3.2.4 Disposition of Surplus, 8.3.2.5 Budget Development Calendar, 8.3.2.6 Notice of Completion, 8.3.3.1 Certificated Personnel Actions, 8.3.3.2 Classified Personnel Actions, 8.3.3.3 Resolution 08-23-24: Week of the Administrator, 8.3.3.4 Resolution 09-23-24: School Employee Appreciation Week, 8.4.1.1 Contract: Non-public Agency: Maxim Healthcare Services, 8.4.1.2 Contract: Agreement with Santa Cruz Community Health, 8.5.1 Albion Environmental: Change Order 3: Santa Cruz High School Underground Utility Replacement Construction Monitoring, 8.5.2 Moore Twining: Change Order: 1 Gault Elementary School New Building Site Work Special Inspection and Material Testing Services, 8.5.3 Peartree+Belli Architects, Inc.: Amendment Agreement: Branciforte Middle School Automated Entry Doors, 8.5.4 Project Support Services: Proposal: DSA Project Closeout and Certification

Trustee Grossman motioned to approve the consent agenda. Trustee Kelley seconded the motion.

The motion was passed by the following roll call vote:

<b>Roll Call Vote:</b> Meeker – Yes	Kelley – Yes	Threet – Yes	Grossman – Yes
Coonerty – Yes	Vestal – Yes	Owen – Yes	

Student Trustee Simon recommended a yes vote on this matter.

Student Trustee Vazquez Veloz recommended a yes vote on this matter.

Student Von Worley recommended a yes vote on this matter.

#### **8.6 Discussion: Possible Items for Future Meeting Agendas**

None

#### **9. Adjournment of Meeting**

As there was no further business to come before the Board of Education, Board President Owen adjourned this Regular Meeting at 8:41 p.m.

#### **Board Meeting Schedule Information**

1. The Study Session on November 1, 2023, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on November 8, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

3. The Regular Board Meeting on November 15, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on December 13, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on January 17, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Study Session on January 31, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Regular Board Meeting on February 14, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
8. The Regular Board Meeting on February 28, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Regular Board Meeting on March 13, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
10. The Regular Board Meeting on March 27, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
11. The Regular Board Meeting on April 10, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
12. The Study Session on April 24, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
13. The Regular Board Meeting on May 15, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
14. The Study Session on May 22, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
15. The Regular Board Meeting on May 29, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
16. The Regular Board Meeting on June 12, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

\*For more details about this meeting, please visit our district website and listen to the meeting recording:  
[http://sccs.net/board\\_of\\_education](http://sccs.net/board_of_education)

Respectfully submitted,

Kris Munro, Superintendent  
Santa Cruz City Schools

John Owen, President  
Board of Education

**MINUTES OF THE REGULAR MEETING  
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION  
FOR THE ELEMENTARY AND SECONDARY DISTRICTS  
November 8, 2023**

**Convene Closed Session**

Board President Owen called this Closed Session Meeting to order at 5:14p.m.

**Public Comments for Closed Session Agenda Items**

None

Trustee Coonerty left the board meeting at 6:32p.m.

**Convene Open Session**

Board President Owen called this Regular Meeting Open Session to order at 6:36p.m.

**Attendance at Meeting**

John Owen	Patricia Threet	Angela Meeker	Kyle Kelley
Kevin Grossman	Claudia Vestal	Sheila Coonerty	

Student Board Representative, Matthew Simon  
Student Board Representative, Jimena Vazquez Veloz  
Student Board Representative, Zach Von Worley

Dorothy Coito, Assistant Superintendent, Educational Services  
Jim Monreal, Assistant Superintendent, Business Services  
Kris Munro, Superintendent

Absent: Molly Parks, Assistant Superintendent, Human Resources

Members of the Audience

**Welcome and Format**

Board President Owen welcomed those in attendance and explained the format used for this Regular Meeting of the Board of Education.

**Agenda Changes, Additions, or Deletions**

Agenda Item 8.5.4 19six Architects Inc.: Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades has been moved to agenda item number 8.2.1.3 New Business: 19six Architects Inc.: Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades under Items to Be Transacted and/or Discussed. The contract proposal was mistakenly put under the consent agenda.

A correction was also made to the slide deck of agenda item 8.2.2.3 Staff Report: Annual District Goals and Metrics Update.

**PUBLIC COMMENTS**

Richard Yee, a parent of a Santa Cruz High student, spoke to the Board regarding facilities rental policies. Mr. Yee shared his view that the process for attaining field permits has been difficult and inconsistent, adding that

in season sports were not being given priority to use the fields. Mr. Yee asked the Board to review the rental permit process.

Matt Bruner, Co-President of GSCFT, spoke to the Board to honor Glenn Schaller who had recently passed away. Mr. Bruner discussed Mr. Schaller's many accomplishments in the community which include assisting with the passing of Parcel Tax and Bond measures and being a labor leader in the Central Coast. Mr. Bruner and the Union wanted to honor Mr. Schaller and his legacy of hard work and dedication within the labor movement and beyond.

Marie Garcia, a neighbor of Gault Elementary, expressed her concerns regarding pick up and drop off traffic that negatively impacts neighbors. Ms. Garcia's internet connection was poor and the Board was unable to hear her. Superintendent Munro requested that Ms. Garcia send an email to Ms. Munro so that she could personally follow up to her specific concerns.

## **SUPERINTENDENT'S REPORT**

### **Superintendent's Report**

Superintendent Munro shared that school sites administered the PSAT for all 10th and 11th grade students. Ms. Munro discussed recent events for Halloween and Dia de los Muertos festivities such as the Branciforte Middle School Tamalada, and the 75th Annual Gault Halloween Parade. Ms. Munro also attended the County Children's Behavioral Health Meeting; the District's LGBTQIA Task Force met and she met with the Director of O'Neill Sea Odyssey, amongst others. Superintendent Munro said that she was looking forward to attending the Breaking Barriers Conference next week alongside the County Health Department, the County Office of Education, Pajaro Unified representatives and other community partners. Ms. Munro was pleased to announce that the District received a 10k grant from the Commission for Prevention of Violence Against Women for Vector Training. The Housing Educator Project Interviews were concluded and Ms. Munro shared that the District would be bringing a contract to the Board in December for approval. Ms. Munro discussed the final Vision 2030 Committee wherein members finalized subcommittee recommendations, noting that a full update will be given to the Board on December 13th. Superintendent Munro concluded her report by remembering Glen Schaller, having met him early in her educational career she remembers him as a parent, passionate labor advocate, and supportive voice for students.

### **Student's Report**

Student Board Representative Simon spoke about the Soquel High Dia De Los Muertos celebrations which included a Mariachi Band performance, singing from the Spanish classes, and traditional food and drinks including Pan de Muerto and hot chocolate. He described the public altar, or *ofrenda*, where students were invited to give reverence to family members who had passed away. Mr. Simon was particularly touched by photos of Soquel students who had passed away this year. Mr. Simon then discussed the most recent Principal's Advisory Committee where there are students from many different demographics of the school providing valuable input and ideas for school improvement.

Student Board Representative Vazquez Veloz spoke of an exciting win for the girls volleyball team and students wrapping up the grading period before finals week. Students were also completing IB Prep which consists of practice oral examinations to prepare for testing in the Spring. Ms. Vazquez Veloz shared that the art class went to a museum in San Francisco and the AVID program took a trip to CSU Monterey Bay. Ms. Vazquez Veloz concluded her report by sharing that Harbor finished their collaborative Fall play run with Soquel High titled *Man of All Seasons*.

Student Board Representative Von Worley began by discussing the end of College Week which helped students to solidify their applications and provide accessibility for those who don't readily have resources at home. Mr. Von Worley discussed the student produced play, *Chateau de la Roach*, which had its final showing. He said that it was incredible to see students doing all manner of work to produce the play, from acting to directing to working as stage hands. Santa Cruz High is set to have their Winter Formal at the UCSC Hay Barn, the students have chosen a blizzard theme. Mr. Von Worley concluded his report by sharing numerous other winter events that were happening on campus from the Rainbow Alliance Tie Dye Event, to the BSU Open Mic, to the EL Advisory Committee Meeting on Mental Health.

## **BOARD MEMBERS' REPORTS**

### **Board Members' Reports**

Trustee Meeker began her report by sharing that she attended the Dia De Las Muertos celebration that was organized by Senderos and the MAH which included a beautiful ofrenda from Bay View Elementary and the Soquel High Mariachi band. Ms. Meeker also discussed attending the LGBTQ Committee with Trustee Vestal where the committee discussed how to best support students who were transitioning with their privacy and honoring their identity. Ms. Meeker concluded her report by stating she participated in a productive Vision 2030 Committee meeting and that she looked forward to considering the recommendations made at the December board meeting.

Trustee Kelley stated that he attended the Educator Housing meetings and was happy about the progress being made. Mr. Kelley shared his condolences for the passing of Glenn Schaller saying that he will deeply miss him and the guidance he has provided to Mr. Kelley in his life.

Trustee Threet began by sharing her appreciation for the student representatives for the richness and clarity that they provide regarding the everyday life of students. Ms. Threet shared that is an exciting time for sports in the District as many teams are competing in the top tiers of their divisions. Trustee Threet concluded her report by expressing her support for Glenn Schaller's family, saying that he was a champion for Labor with great insight into the educational system and that she wishes his family peace.

Trustee Grossman excitedly discussed attending Gault Elementary's annual Halloween parade, as well as the trick-or-treating event downtown where he saw many SCCS students and families dressed up. Mr. Grossman concluded his report by discussing his visit to Branciforte Middle School with Superintendent Munro and Trustee Kelley. They visited Math and US History classes where students were engaged in their learning.

Trustee Vestal began by commending Bookshop Santa Cruz who sponsored a book launching event for author of the *Diary of a Wimpy Kid* series, Jeff Kinney, at the Santa Cruz Civic Auditorium. Ms. Vestal said the auditorium was almost filled to capacity, and through their game show theme audience members were able to go onstage to win money for their school library. Bay View Elementary librarian April Porterfield won \$1500 for the school. Ms. Vestal also attended the LGBTQ Task Force meeting where they had interesting and good discussion around name changes and use of pronouns. Ms. Vestal also remembered Glenn Schaller, sharing that she met in the early 70s and she sent her condolences. Trustee Vestal concluded her report by thanking Food Services for the deliciously nutritious meals that the Board has been served at meetings saying they are much appreciated.

### **Board President's Report**

Board President Owen began by sending his condolences to Glenn Schaller's family. Mr. Owen said he did not know Glenn but that he sounded like a wonderful person. Mr. Owen then thanked staff, teachers, leaders and all those who put work into the Vision 2030 Committee meetings saying they had a lot of great discussions and



he was grateful to hear everyone’s input. Mr. Owen also attended the Educator Housing meeting, saying that a developer should be chosen soon but he felt that no matter who they chose the District would be in good hands.

### **APPROVAL OF MINUTES**

None

### **GENERAL PUBLIC BUSINESS**

#### **Closed Session Items**

##### **Report of Actions Taken in Closed Session**

1. Ms. Munro had no information to share with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments.
2. Ms. Munro had no information to share regarding Public Employee Discipline/Dismissal/Release/Complaints.
3. Ms. Munro provided an update to and received direction from Trustees regarding negotiations with the GSCFT.
4. Ms. Munro did not provide an update to and received no direction from Trustees regarding negotiations with the SCCCE.
5. Ms. Coito provided an update to and received direction from Trustees regarding the Final Settlement Agreement. Vote 7-0.

### **ITEMS TO BE TRANSACTED AND/OR DISCUSSED**

#### **8.2.1.1 Staff Report: Annual Food Services Update**

Assistant Superintendent Monreal introduced Director of Food Services Amy Hederick-Farr to present the Annual Food Services Update. Ms. Hederick-Farr discussed program achievements, participation, budget and 2023-24 goals. Director Hederick-Farr noted during her report that every apple served to students (with the exception of during the flooding) came from Smith Apple Farms in Watsonville. The apples are organic and Food Services served 30,000 pounds of apples last year. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

#### **8.2.1.2 Staff Report: Update on Bond Projects**

Assistant Superintendent Monreal introduced 19six Architect Ralph le Roux to present the Update on Bond Projects. Mr. la Roux presented on the Measures A and B bond projects at Bay View Elementary, DeLaveaga Elementary, Branciforte Small Schools, and Soquel High. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

#### **8.2.1.3 New Business: 19six Architects Inc.: Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades**

Assistant Superintendent Monreal introduced Director of Facility Services Trevor Miller to present the 19six Architects Inc.: Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades. The Board previously approved a master agreement with 19Six Architects Inc. (formerly Madi Architecture) on 2/1/17. This agreement amendment is for architectural services for the full replacement of the heating ventilation and cooling (HVAC) system and modernization of the main building of Santa Cruz High School. Superintendent Monreal

recommended approval of the 19six Architects Inc.: Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades. Trustees asked questions and had discussion.

MSP (Threet/Vestal) 7-0, the Board of Education approved the 19six Architects Inc.:Proposal: Santa Cruz High School Building A Modernization and HVAC Upgrades.

#### **8.2.2.1 New Business: Secondary World Language Curriculum Adoption**

Assistant Superintendent Coito introduced Director of Learning and Achievement Julia Hodges to present the Secondary World Language Curriculum Adoption. The current World Language textbooks in SCCS were adopted over 15 years ago. Staff participated in an adoption process that included piloting curriculum. Feedback from both staff and students identified Vista's Senderos Spanish program as the highest rated curriculum by teachers and students. In addition, the District has one French program at Santa Cruz High School. The French teacher is using the French version of the Senderos Curriculum. Her students concur that it is a quality program. Staff recommend that the French texts also be adopted along with the new Spanish texts. Assistant Superintendent Coito and Director Hodges recommended approval of the Secondary World Language Curriculum Adoption. Trustees asked questions and had discussion.

MSP (Vestal/Grossman) 7-0, the Board of Education approved the Secondary World Language Curriculum Adoption.

#### **8.2.2.2 Staff Report: Annual California Assessment of Student Performance and Progress Test Results**

Assistant Superintendent Coito introduced Directors of Learning and Achievement Shannon Calden and Julia Hodges to present the Annual California Assessment of Student Performance and Progress Test Results. Spring of 2023 marks the second year that California Assessment of Student Performance and Progress (CAASPP) administration has occurred since the pandemic. The purpose of these assessments is to give students, parents, teachers, schools, and districts information regarding individual students' level of proficiency, as well as trends in school and district proficiency data in reference to the California Common Core State Standards. The District also uses these assessments as a data point to help determine if we are getting closer to closing the achievement gap. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the board at this time.

Jody Kropholler spoke on behalf of the GSCFT as Co-President. Mr. Kropholler thanked Directors Julia Hodges and Shannon Calden for collating the data and for being consistent allies and supporters of teachers. Mr. Kropholler discussed ways to help target students who are struggling by advocating for small classrooms in elementary schools. Mr. Kropholler ended by asking that the Board continue to ask teachers what they need, saying they would have a hard time finding anyone else who is more invested in the success of students.

Student Trustee Matthew Simon pondered that Soquel's Science scores may be higher because the science classes offered are extremely diverse, noting that the chemistry, physics and CTE BioTech courses provide different avenues for students to learn and enjoy science.

#### **8.2.2.3 Staff Report: Annual District Goals and Metrics Update**

Assistant Superintendent Coito introduced Directors of Learning and Achievement Shannon Calden and Julia Hodges to present the Annual District Goals and Metrics Update. Each year, the Santa Cruz City Schools administration team reviews the Santa Cruz City Schools Goals and Metrics' data as well as individual school data to determine trends and patterns that inform

action plans. Site administrators use school data with site leadership teams and School Site Councils to analyze, discuss, and determine causal factors as well as determine next steps. Additionally, all Single Plans for Student Achievement are based on the district goals and metrics, which are also based on the California Dashboard metrics. These metrics help Santa Cruz City Schools monitor progress to ensure all students are succeeding academically and socially/emotionally. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the board at this time.

**GENERAL PUBLIC BUSINESS**

**Consent Agenda**

8.3.2.1 Purchase Orders, Bids & Quotes, 8.3.2.2 Warrant Register, 8.3.2.3 1st Quarter Investment Report, 8.3.3.1 Certificated Personnel Actions, 8.3.3.2 Classified Personnel Actions, 8.4.1.1 Memorandum of Understanding: Career Technical Education Magnets, 8.4.2.1 Contract: Miller Maxfield Lease Renewal, 8.4.2.2 Contract: Legal Services, Insurance Archivist, 8.5.1 19six Architects Inc.: Amendment Agreement: Harbor High School Wellness Center, 8.5.2 19six Architects Inc.: Amendment Agreement: Multi Project Overhead, 8.5.3 19six Architects Inc.: Amendment Agreement: Soquel High School Wellness Center, 8.5.5 19six Architects Inc.: Proposal: Soquel High School Boiler Replacement, 8.5.6 CRW Industries, Inc.: Change Order 3: Santa Cruz High School C & D Modernization, 8.5.7 Dilbeck & Sons: Contract: Soquel High School Building 300 Gutter Replacement, 8.5.8 First Serve Productions Inc.: Contract: Santa Cruz High School Tennis Court Rehab, 8.5.9 Guerra Construction Group: Change Order 1: Gault Elementary School New Building Site Work

Trustee Threet requested to pull agenda item 8.4.2.1 Contract: Miller Maxfield Lease Renewal for a separate vote.

Trustee Grossman motioned to approve the consent agenda. Trustee Vestal seconded the motion.

The motion was passed by the following roll call vote:

**Roll Call Vote:** Threet – Yes    Grossman – Yes    Meeker – Yes    Vestal – Yes  
                          Kelley – Yes    Owen – Yes    Coonerty – Yes

Student Trustee Simon recommended a yes vote on this matter.  
 Student Trustee Vazquez Veloz recommended a yes vote on this matter.  
 Student Trustee Von Worley recommended a yes vote on this matter.

**8.4.2.1.1    Separate Vote: 8.4.2.1 Contract: Miller Maxfield Lease Renewal**

Agenda Item 8.4.2.1 Contract: Miller Maxfield Lease Renewal was pulled from the Consent Agenda for a separate vote.

Trustee Vestal motioned to approve item 8.4.2.1 Contract: Miller Maxfield Lease Renewal. Trustee Meeker seconded the motion.

The motion was passed by the following roll call vote:

**Roll Call Vote:** Threet – Abstain    Grossman – Yes    Meeker – Yes    Vestal – Yes  
                          Kelley – Yes    Owen – Yes    Coonerty – Yes

Student Trustee Simon recommended a yes vote on this matter.  
 Student Trustee Vazquez Veloz recommended a yes vote on this matter.  
 Student Trustee Von Worley recommended a yes vote on this matter.

**8.6 Discussion: Possible Items for Future Meeting Agendas**

None

**9. Adjournment of Meeting**

As there was no further business to come before the Board of Education, Board President Owen adjourned this Regular Meeting at 9:13 p.m.

**Board Meeting Schedule Information**

1. The Study Session on December 6, 2023, 6:00 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on December 13, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on January 17, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
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12. The Study Session on May 22, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
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14. The Regular Board Meeting on June 12, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

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Respectfully submitted,

Kris Munro, Superintendent  
Santa Cruz City Schools

John Owen, President  
Board of Education

**MINUTES OF THE SPECIAL MEETING SESSION  
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION  
FOR THE ELEMENTARY AND SECONDARY DISTRICTS  
December 6, 2023**

**Convene Open Session**

Board President Owen called this Special Meeting Open Session to order at 6:10p.m.

**Attendance at Meeting**

John Owen	Patricia Threet	Angela Meeker	Kevin Grossman
Kyle Kelley	Claudia Vestal	Sheila Coonerty	

Student Board Representative, Matthew Simon  
Student Board Representative, Zach Von Worley  
Student Board Representative, Jimena Vazquez Veloz

Dorothy Coito, Assistant Superintendent, Education Services  
Jim Monreal, Assistant Superintendent, Business Services  
Molly Parks, Assistant Superintendent, Human Resources  
Kris Munro, Superintendent

Members of the Audience

**Welcome and Format**

Board President Owen welcomed those in attendance and explained the format used for this Special Meeting Session of the Board of Education. The meeting was called because of the timeliness required for this overnight field trip for the Soquel High School Football team's participation in the CIF State Championship game.

**GENERAL PUBLIC BUSINESS**

**Consent Agenda**

1.2 Overnight Field Trip Request: Soquel High School Football and Cheer Squad to Attend CIF State Championship

Trustee Threet motioned to approve the consent agenda. Trustee Coonerty seconded the motion.

MSP (Threet/Coonerty) 7-0, the Board of Education approved the consent agenda.

**Public Comment**

None

**4. Adjournment of Meeting**

As there was no further business to come before the Board of Education, Board President Owen adjourned this Special Meeting at 6:12 p.m.

**Board Meeting Schedule Information**

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\*For more details about this meeting, please visit our district website and listen to the meeting recording:

[http://sccs.net/board\\_of\\_education](http://sccs.net/board_of_education)

Respectfully submitted,

Kris Munro, Superintendent  
Santa Cruz City Schools

John Owen, President  
Board of Education

**MINUTES OF THE STUDY SESSION  
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION  
FOR THE ELEMENTARY AND SECONDARY DISTRICTS  
December 6, 2023**

**Convene Closed Session**

Board Vice President Threet called this Closed Session Meeting to order at 5:09p.m.

**Public Comments for Closed Session Agenda Items**

GSCFT Co-Presidents Matt Bruner and Jody Kropholler made a public comment to discuss their ongoing concerns regarding compensation and the district budget. The two stated that they believe that there is room in the budget for the ask of the Union regarding compensation due to excess revenues versus expenditures in the unrestricted budget for the last five years. They stated that they felt that their request was reasonable and kept district fiscal solvency in mind because of the over 20% reserves in the unrestricted budget over the last three years, noting that the reserve requirement is only 3%. The two passed out a pamphlet to Trustees with their budget analysis. They concluded by stating that they looked forward to more productive negotiation sessions.

Assistant Superintendent Jim Monreal left the meeting at 6:05 P.M. to attend the Parcel Tax Committee.

**Convene Open Session**

Board President Owen called this Study Session Meeting Open Session to order at 6:13p.m.

**Attendance at Meeting**

John Owen	Patricia Threet	Angela Meeker	Kevin Grossman
Kyle Kelley	Claudia Vestal	Sheila Coonerty	

Student Board Representative, Matthew Simon  
Student Board Representative, Zach Von Worley  
Student Board Representative, Jimena Vazquez Veloz

Dorothy Coito, Assistant Superintendent, Education Services  
Jim Monreal, Assistant Superintendent, Business Services  
Molly Parks, Assistant Superintendent, Human Resources  
Kris Munro, Superintendent

Members of the Audience

**Welcome and Format**

Board President Owen welcomed those in attendance and explained the format used for this Study Session of the Board of Education.

**Agenda Changes, Additions, or Deletions**

None

**PUBLIC COMMENTS**

None

**GENERAL PUBLIC BUSINESS**

## **Closed Session Items**

### **Report of Actions Taken in Closed Session**

1. Ms. Coito provided trustees with information regarding student expulsion #03-23-24.
2. Ms. Coito provided trustees with information regarding student expulsion #04-23-24.
3. Ms. Parks provided an update to and received direction from Trustees regarding negotiations with the GSCFT.
4. Ms. Parks provided an update to and received direction from Trustees regarding negotiations with the SCCCE.

### **Vote on Student Expulsion #03-23-24**

Trustee Threet motioned to accept the District's recommendation to expel student #03-23-24. Trustee Coonerty seconded the motion.

MSP (Threet/Coonerty) 7-0, the Board of Education voted to expel student #03-23-24.

### **Vote on Student Expulsion #04-23-24**

Trustee Threet motioned to accept the District's recommendation to expel student #04-23-24. Trustee Grossman seconded the motion.

MSP (Threet/Grossman) 7-0, the Board of Education voted to expel student #04-23-24.

## **ITEMS TO BE TRANSACTED AND/OR DISCUSSED**

### **5.2.1 Study Session: Curriculum, Special Education**

#### *Origins of Special Education*

Director of Special Education Stacy O'Farrell began the study session by providing an overview of the history of Special Education. It was noted that prior to 1975 Special Education students were unable to attend school with general education students. Now 7.5 million students have Individualized Educational Plans implemented to support their access to school.

#### *Major Tenets of Special Education Law*

Program Specialist Sarah Krummel discussed the need to ensure children with disabilities are included, accommodated and educated with other general education students to the best extent possible. Ms. Krummel also discussed Child Find and the obligation to "seek and serve" students with disabilities attending school within district boundaries. Ms. Krummel discussed how the Multi-Tiered Systems of Support structure aids in the District's Child Find obligations and allows for interventions and referrals for students with disabilities based on student need.

#### *Special Education Funding*

Director Stacy O'Farrell returned to the podium to discuss funding for the Special Education program and showed the Trustees a video to aid in their understanding.

#### *Criteria for Eligibility and Incidence in SCCS, Continuum of Services in SCCS, and North Santa Cruz County SELPA & Regional Programs*

Program Specialist Brad Taylor discussed the specific list of thirteen eligibility criteria, set by EdCode, to determine if a student is eligible for Special Education. Mr. Taylor stated that staff must determine if the student can access the curriculum that they should be accessing and if not, what additional support they need in order to access their education. Mr. Taylor explained



that the ideal goal of special education services is to aid the student in getting to a point where the student no longer needs services and can fully succeed in the classroom. Santa Cruz City Schools is part of the North Santa Cruz County SELPA which is composed of thirteen Local Education Agencies (LEAs) with budget and services overseen by the SECA Board which includes the Superintendent from each school district and representatives from the charter schools. Mr. Taylor went on to discuss the different programs offered by SELPA, including through the County Office and through SCCS.

Assistant Superintendent Jim Monreal returned to the meeting at 7:18 P.M.

#### *SCCS Special Education Programs*

Program Specialist Staci LaCagnina discussed the specific program supports offered by Santa Cruz City Schools in therapeutic classrooms. Ms. LaCagnina emphasized that staff want to teach skills to help students access the world around them and that the ultimate goal is to be integrated and educated. Ms. LaCagnina discussed the least restrictive to the most restrictive types of supports available to students.

Trustees asked questions and made comments throughout the evening. Ms. Munro concluded the presentation by discussing the success of the move from the County Office of Education therapeutic classrooms to SCCS directed programming spearheaded by Director Stacy O'Farrell. Trustees thanked the Special Education department staff for their dedication to supporting students with all needs and disabilities.

#### **6. Adjournment of Meeting**

As there was no further business to come before the Board of Education, Board President Owen adjourned this Study Session Meeting at 7:40 p.m.

#### **Board Meeting Schedule Information**

1. The Regular Board Meeting on December 13, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on January 17, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Study Session on January 31, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on February 14, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on February 28, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Regular Board Meeting on March 13, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Regular Board Meeting on March 27, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
8. The Regular Board Meeting on April 10, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Study Session on April 24, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
10. The Regular Board Meeting on May 15, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

11. The Study Session on May 22, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
12. The Regular Board Meeting on May 29, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
13. The Regular Board Meeting on June 12, 2024, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

\*For more details about this meeting, please visit our district website and listen to the meeting recording:

[http://sccs.net/board\\_of\\_education](http://sccs.net/board_of_education)

Respectfully submitted,

Kris Munro, Superintendent  
Santa Cruz City Schools

John Owen, President  
Board of Education

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Staff Report: Art and Music Programs Update

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**BACKGROUND:**

Santa Cruz City Schools students have a variety of opportunities in both art and music. Music classes foster a sense of unity and connect different cultures as well as encourage students to be vulnerable as they learn new skills. Music encourages creative thinking, discipline, leadership, and problem solving. Art classes help students to learn communication, collaboration, creativity, problem solving, self evaluation and perseverance. SCCS students learn all mediums of art throughout their school career.

The District is grateful to our community for their support of both art and music programs in SCCS through Measures T & U. In addition, with the passage of Proposition 28 last year, school sites have additional State funding to support visual and performing arts.

The number of students participating in Art and Music, as well as the courses available are listed in the chart below.

Elementary Art	Middle School Art	High School Art
All TK-5 students participate  1-5 All Year BV and WL TK-K all year GT and DLV TK-K ½ year	450 students participating  <b>Courses offered</b> Ceramics, Stained Glass, 2D Design, Multimedia, Sculpture, 6th Grade Art, 7/8th Grade Art	1,076 students participating **Does not include CTE students <b>Courses offered</b> Jewelry Design Beg and Adv, Ceramics Beg and Adv, Art Beg and Adv, Painting Beg and Adv
Elementary Music	Middle School Music	High School Music

<p>All 3-5 students participate BV, DLV, GT offer K-2</p> <p>General Music Concert Band Rock Band</p>	<p><b>213 students participating</b></p> <p><b>Courses offered</b> Band (MH, B40) Choir (MH) Music Appreciation (MH)</p>	<p><b>527 students participating</b></p> <p><b>Courses offered</b> Concert Choir, Jazz Choir (SQ, SC) Concert Band, Jazz Band, Beginning Band (SQ), Mariachi (SQ), Guitar (H,SQ), Music Technology, AP Music Theory (SC)</p>
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Staff will present an update on art and music programs.

**FISCAL IMPACT:**

\$156,547 Measure T (Restricted)  
 \$757,299 Measure U (Restricted)  
 \$493,439 Prop 28 (Restricted)  
 \$1,017,504 LCFF Base (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

- Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.
- Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
- Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

# SCCS Art and Music Programs Update

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January 17, 2024



# District Overview of Art & Music

Elementary Art	Middle School Art	High School Art
<p><b>All TK-5 students participate</b></p> <p>1-5 All Year            BV and WL TK-K all year            GT and DLV TK-K ½ year</p>	<p><b>450 students participating</b></p> <p><b>Courses offered</b>            Ceramics, Stained Glass, 2D Design, Multimedia, Sculpture, 6th Grade Art, 7/8th Grade Art</p>	<p><b>1,076 students participating</b>            **Does not include CTE students</p> <p><b>Courses offered</b>            Jewelry Design Beg and Adv, Ceramics Beg and Adv, Art Beg and Adv, Painting Beg and Adv</p>
Elementary Music	Middle School Music	High School Music
<p><b>All 3-5 students participate</b>            BV, DLV, GT offer K-2</p> <p>General Music            Concert Band            Rock Band</p>	<p><b>213 students participating</b></p> <p><b>Courses offered</b>            Band (MH, B40)            Choir (MH)            Music Appreciation (MH)</p>	<p><b>527 students participating</b></p> <p><b>Courses offered</b>            Concert Choir, Jazz Choir (SQ, SC)            Concert Band, Jazz Band, Beginning Band (SQ), Mariachi (SQ), Guitar (H,SQ), Music Technology, AP Music Theory (SC)</p>



**Thank you to our community for their support!**

**YES** ON **T&U**



**For Quality Santa Cruz Schools**



# Music

**Dillon Baiocchi, Alyssa Beltran,  
Greg Brown, Lindsey Eldred,  
Katrina Haeger, Christy Latham,  
Jim Stewart, Jorge Torres,  
Moshe Vilozny**



# What Music does...

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- Fosters a sense of unity and connection not only within the classroom but to the school and community as a whole
- Connects different cultures as well as encourages students to be vulnerable as they learn new skills
- Encourages creative thinking, discipline, leadership, and problem solving

By having an active elementary music program, we see students continue in music for many years through their public education and sometimes beyond.

Supporting feeder programs and combining for district music events helps to build a healthy music program across all sites.



# Elementary Music

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## Skills & Standards

- Rhythm
- Melody
- Harmony
- Timbre
- Form
- Expression/Technique/Movement
- History/Style/Culture/Holidays
- Composition/Performance
- Listening/Analyzing Assessment

## How students demonstrate their learning

Winter and Spring Concerts, Informances, Holiday Parade, Various School Events, Collaborative concerts with SCCS schools

## Other highlights

Rock Band @ DL, Marching Band at Westlake and Bay View, Recorder Karate, Orff Method



# Elementary Music

## DeLaveaga After-School of Rock Band



Bay View/Westlake  
Marching Band



DeLaveaga Concert Band



# Secondary Music Skills & Standards

- The philosophy of the secondary performance ensembles is to teach music through the art of performance
- Through choosing a variety of quality literature that includes all of the technical elements for that grade level students learn about the elements of music in the process of making music
- In this process, all the standard strands are addressed



# Middle School Music

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## How students demonstrate their learning

- 4 Formal Performances a Year
- Community events (Holiday Parade, Warriors Games, HS Football, Tamalada)
- CCS Honor Program (Band and Choir)
- Festival Competition
- Elementary Tour
- School Events (Talent Show, 5th Grade Student Visit)



# Middle School Music



# High School Music

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## How students demonstrate their learning

- School sports, events, open houses, rallies,
- Community events, parades, business openings
- Festivals, competitions and public performances
- Honor Bands & Choirs
- Outreach and recruitment - elementary and middle school performances



# High School Music

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# Art

**Julie Nolte, Hart Walsh,  
Jennifer Gundersen, Angela Allabach,  
Jessica Davidovich, Stella Schmitt and  
Haylee Fox**

# Elementary Art



California Art Standards guide our elementary instruction. Our lesson cycles include: creating, presenting, responding and connecting.



In the art room, students learn to discuss and analyze artworks from various cultures and time periods using art specific vocabulary. Our young artists develop many life skills in the art room: communication, collaboration, creativity, problem solving, self evaluation and perseverance.



# Elementary Art



Elementary art students use a variety of mediums: painting, drawing, ceramics, fiber arts, 3D sculpture, printmaking and many more.



Students showcase their artwork in school wide displays, the Public Library, the County Office of Education, and a county wide art show.



43/551



# Middle School Art

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## Middle School Art Focus

- Skill building
- Expression
- National Visual Arts Standards:
  - *Creating, Presenting, Responding, & Connecting*

## Programs offer:

- A variety of 2D and 3D courses
- Exploration of materials, tools, techniques, and methods
- Manual dexterity & personal voice developed

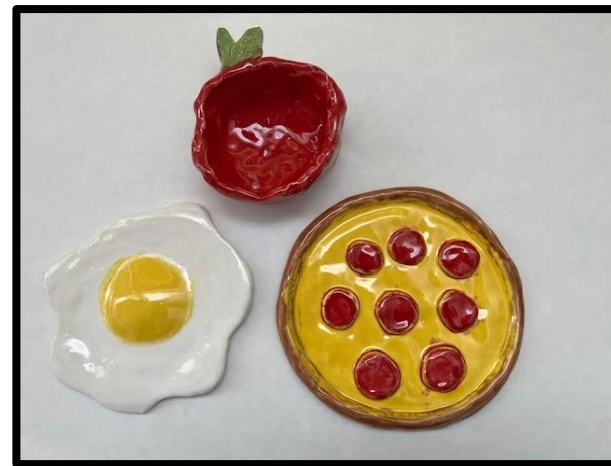
## Students discover art worlds through:

- field trips
- art history
- making community art with local artists.

Student Artists publicly display their artwork at school, the District Office, the County Building, London Nelson, and the Rio Theater (Fashion Teens).



# Middle School Art



# High School Art

## Standards & Skills:

Creative Expression & Artistic Perception - students engage in multiple projects throughout the year that expose them to a variety of mediums, both 2D and 3D that allow them to problem solve while expressing creativity through new experiences.



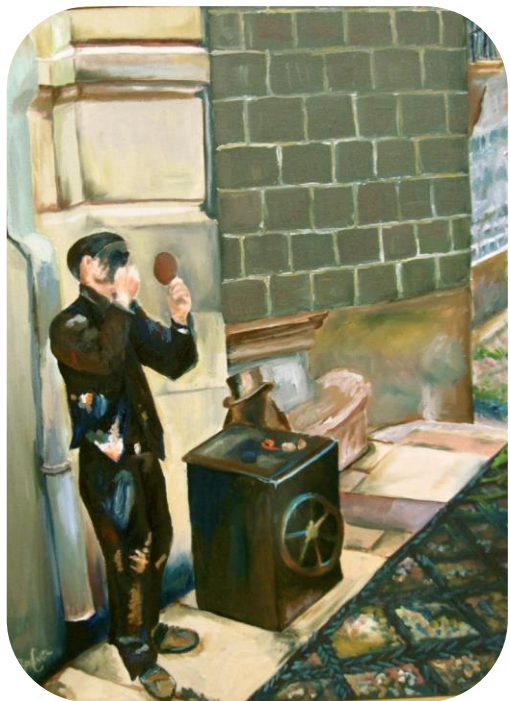
## How students demonstrate learning:

Skill building throughout the year, projects build on previous ones while incorporating new skills and materials.

Students participate in critiques and have an end of the year art show to showcase their artworks.



# High School Art



# Questions?





## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Staff Report: Local Control Accountability Plan Update: Integrated English Language Development Update

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**BACKGROUND:**

Both our Local Control Accountability Plan and our English Learner Master Plan outline our effort to continuously improve instruction and outcomes for our multilingual students.

Integrated English Language Development (I-ELD) is an instructional approach designed to seamlessly incorporate language development into content-based lessons across all subjects, promoting language acquisition alongside academic learning. In I-ELD, language skills are not taught in isolation but are integrated into the regular curriculum, allowing students to acquire English proficiency while engaging with academic content. This approach recognizes that language learning is most effective when contextualized within meaningful and authentic contexts.

There are specific I-ELD strategies that teachers can use to make content more accessible. Teachers also scaffold instructional materials to support language and content acquisition. In SCCS, teachers have been receiving professional development in I-ELD for the past five years. Professional development in this area will continue in future years.

In SCCS, English learners also have Designated English Language Development (D-ELD), which refers to explicit language instruction focused solely on language skills. In most cases, D-ELD is taught in a separate class or section. While D-ELD provides targeted language support, I-ELD seeks to create a more immersive and holistic language learning experience by embedding language development within the broader academic curriculum. The key distinction lies in the integration of language and content in I-ELD, fostering a more natural and comprehensive language acquisition process.

Staff will present an update on this year’s efforts in Integrated English Language Development.

**FISCAL IMPACT:**

\$58,000	ESSER 3 (Restricted)	Professional Development costs (Secondary)
\$40,000	LCFF Base (Unrestricted)	Professional Development costs (Elementary)
\$81,536	Title III (Restricted)	ELD TOSA (Secondary)
\$24,305	ESSER 3 (Restricted)	ELD TOSA (Elementary)

**AGENDA ITEM: 8.2.1.2**

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.



# Integrated English Language Development Update

January 17, 2024

# 2022-23 % of English Learners (ELs) & % of Reclassified Fluent English Proficient (RFEP)

Grade	# of ELs	EL	# of RFEP	RFEP
KN	59	19.2%	0	0.0%
01	62	21.1%	0	0.0%
02	51	18.3%	5	1.8%
03	51	17.7%	3	1.0%
04	51	19.4%	9	3.4%
05	63	21.4%	21	7.1%

Grade	# of ELs	EL	# RFEP	RFEP
06	37	13.4%	23	8.3%
07	48	15.0%	36	11.2%
08	27	7.3%	62	16.8%
09	62	7.8%	169	21.2%
10	56	6.4%	165	18.8%
11	60	6.6%	204	22.5%
12	73	9.0%	182	22.5%



# 22-23 Languages Spoken

94% of our English Learners speak Spanish...

The rest speak...

German	Cantonese	Mandarin	Filipino
Arabic	Portuguese	Russian	Ukraine
Italian	Amharic	Khmer	Gujarati
Pashto	Hebrew	Swedish	Thai
Vietnamese	Japanese	Hindi	8 other languages!



# English Learner Progress

## Dashboard metrics for EL Progress

<b>Very High</b>	65.0% or higher
<b>High</b>	55% to 64.9%
<b>Medium</b>	45% to 54.9%
<b>Low</b>	35% to 44.9%
<b>Very Low</b>	34.9%

## % of ELs Making 1 Year or More Progress

Elementary		Secondary	
2019	52.9% (medium)	2019	48.8% (medium)
2022	52% (medium)	2022	53.6% (medium)
2023	51.6% (medium)	2023	43.4% (low)

**Bay View Elementary: High Rating 58.7% Progress**

**Branciforte Middle: Very High Rating 73.5% Progress**



# Integrated English Language Development (I-ELD)

- English Language Development (ELD) standards taught in tandem with core content standards
- Strategies used to make core content accessible to English Learners (ELs)
- Instructional materials scaffolded to provide support for ELs
- Instructional strategies to make core content understandable to students
- Ongoing training for teachers for the past five years
- Designated ELD (D-ELD) focuses only on language skill development



# Elementary

## Actions

- Cooperative strip paragraphs
- Sentence Patterning
- WestEd Professional Development at Bay View
  - coaching
  - writing
  - scaffolds for student discourse
- Writing for English Language Proficiency Assessments for California (ELPAC)
- Community building for newcomer students
- Support in resources for Integrated-ELD strategies





# Middle School

## Actions

- ELD Teacher on Special Assignment (TOSA) coaching and instructional support
- Steps for Reclassification
- English Learner Shadowing
- Integrated ELD Professional Development strands
- West Ed Integrated ELD Professional Development
- English Language Proficiency Profile (ELPP) training



# High School

## Actions

- English Language Development Teacher on Special Assignment (TOSA) coaching and instructional support
- West Ed Integrated ELD Professional Development- HHS
- Integrated ELD Professional Learning at SCHS & SHS staff meetings
- Transcript audits to determine areas of need for English Learners
- Evaluating schedules to better support English Learners with taking an ELD class as well as elective choices
- English Language Proficiency Profile (ELPP) training



# Moving Forward

## Actions

- Continue ELD TOSA position
- Implement greater supports for Newcomer students at all levels
- Continue I-ELD professional development
- Continue D-ELD professional development
- Provide release time as needed to support teachers in planning for English Learners
- ELD curriculum adoption in secondary



# Questions?



## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Bond Budget Update

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**BACKGROUND:**

Each quarter staff presents an update on Bond expenditures and the projected budget for the fiscal year. This report reflects Bond expenditures and encumbrances through November 31, 2023.

**FISCAL IMPACT:**

\$30,000.00 Bond Finance Software Annual Fee  
67% Measure A & 33% B Bond Funds (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



# Measure A & B Update

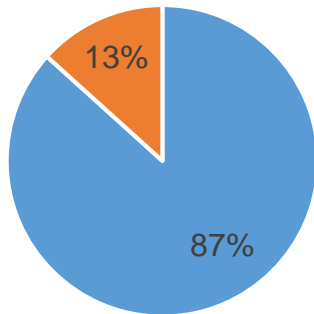
Program Budgets, Expenditures and Encumbrances Summary  
Santa Cruz City Schools

Update through  
January 01, 2024

# Program Snapshot of Bond Measures

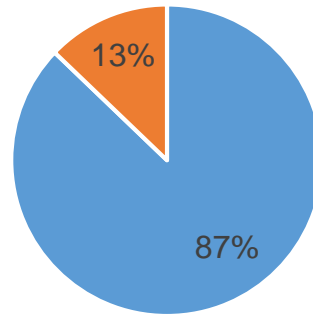
	Resource	Expenditures & Encumbrances	Remaining Resources
<b>Measure A: Secondary Schools</b>	<b>\$ 140,000,000.00</b>	<b>\$ 122,456,993.90</b>	<b>\$ 17,543,006.10</b>
<b>Measure B: Elementary Schools</b>	<b>\$ 68,000,000.00</b>	<b>\$ 59,273,143.82</b>	<b>\$ 8,726,856.18</b>
<b>Measures A &amp; B</b>	<b>\$ 208,000,000.00</b>	<b>\$ 181,730,137.72</b>	<b>\$ 26,269,862.28</b>

Measure A



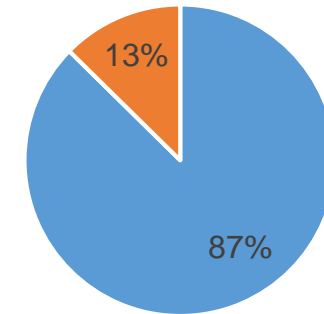
■ Remaining Resource

Measure B



■ Remaining Resource

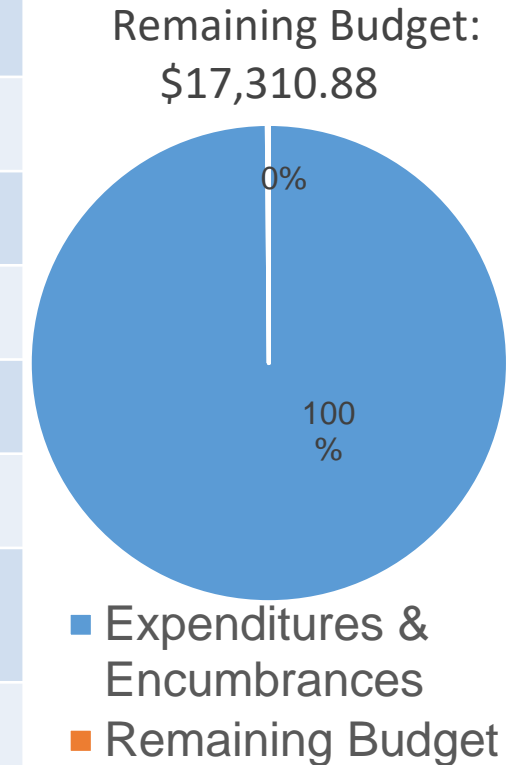
Measures A & B



■ Remaining Resource

# Bay View Elementary School (Measure B) Site Budget: \$13,256,639.34

Project Categories	Allocation	Expenditures & Encumbrances
Card Access Security System	\$ 245,283.72*	\$ 245,283.72*
Data Infrastructure Improvements	\$ 748,794.76*	\$ 748,794.76*
Modernization Phase 1	\$ 7,232,591.34*	\$ 7,232,591.34*
Modernization Phase 2	\$ 4,950.00*	\$ 4,950.00*
Multi Project Overhead	\$ 100,896.68	\$ 100,896.68
New Classroom Bldg. & Site Work	\$ 3,585,866.46*	\$ 3,585,866.46*
New Kindergarten Bldg. & Site Work	\$ 92,476.83*	\$ 92,476.83*
Portable Demolition and Site Work	\$ 252,115.02	\$ 252,115.02
Re-Roof	\$ 925,529.14*	\$ 925,529.14*
Site Infrastructure	\$ 50,824.51*	\$ 50,824.51*
* Denotes projects that are complete.	\$ 13,239,328.46	\$ 13,239,328.46

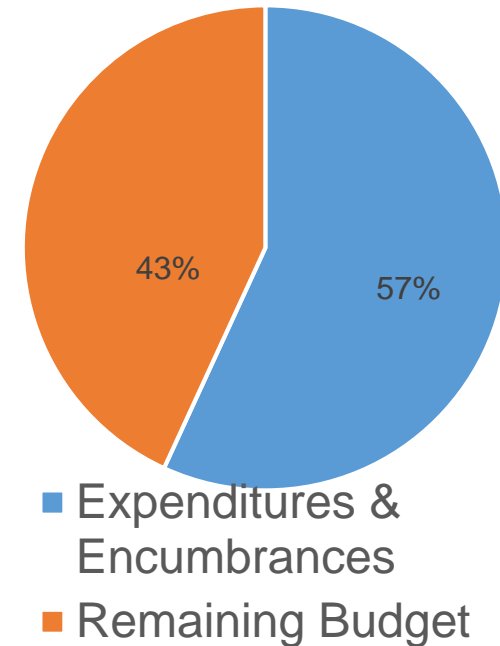




# Branciforte Middle School (Measure A) Site Budget: \$17,815,735.68

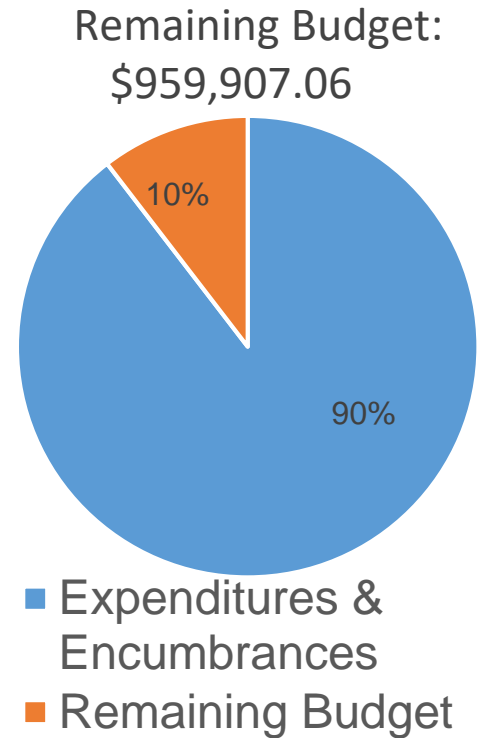
Project Categories	Allocation	Expenditures & Encumbrances
Campus Re-Roof	\$ 1,678,923.35*	\$ 1,678,923.35*
Card Access Security System	\$ 250,000.00	\$ 184,164.30
Data Infrastructure Improvements	\$ 450,000.00	\$ 432,950.66
General Classroom Modifications	\$ 5,000,000.00	\$ 2,989,661.26
Library/Science Improvements	\$ 5,000,000.00	\$ 201,548.13
Multi Project Overhead	\$ 250,000.00	\$ 187,963.59
Music/MPR	\$ 2,670,164.60*	\$ 2,670,164.60*
Parking Lot Improvements	\$ 205,436.11*	\$ 205,436.11*
Relocatable Removal	\$ 900.00*	\$ 900.00*
Street Presence	\$ 1,569,775.43*	\$ 1,569,775.43*
Utility Infrastructure	\$ 9,244.55*	\$ 9,244.55*
* Denotes projects that are complete.	<b>\$ 17,084,444.04</b>	<b>\$ 10,130,731.98</b>

Remaining Budget:  
\$7,685,003.70



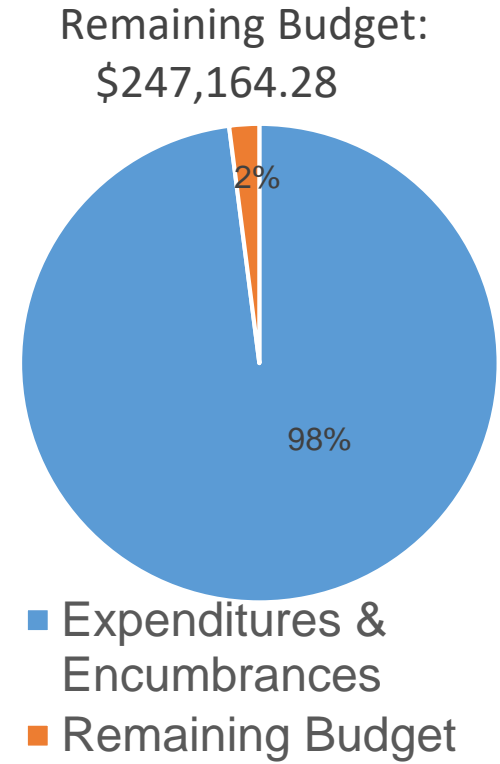
# Branciforte Small Schools (Measure B) Site Budget: \$9,205,040.97

Project Categories	Allocation	Expenditures & Encumbrances
Alternative Family Education Campus	\$ 2,120,000.00	\$ 2,119,366.56
Card Access Security System	\$ 238,876.35*	\$ 238,876.35*
Data Infrastructure Improvements	\$ 860,761.45*	\$ 860,761.45*
Modernization Phase 1	\$ 1,943,207.74	\$ 990,983.39
Multi Project Overhead	\$ 57,800.00	\$ 50,737.00
New Classroom Building	\$ 3,300,497.46*	\$ 3,300,497.46*
Portable Demolition	\$ 106,805.15*	\$ 106,805.15*
Relocate Playground and Lunch Shelter	\$ 566,740.10*	\$ 566,740.10*
Site Infrastructure	\$ 10,366.45*	\$ 10,366.45*
* Denotes projects that are complete.	<b>\$ 9,205,040.97</b>	<b>\$ 8,245,133.91</b>



# DeLaveaga Elementary School (Measure B) Site Budget: \$15,178,161.67

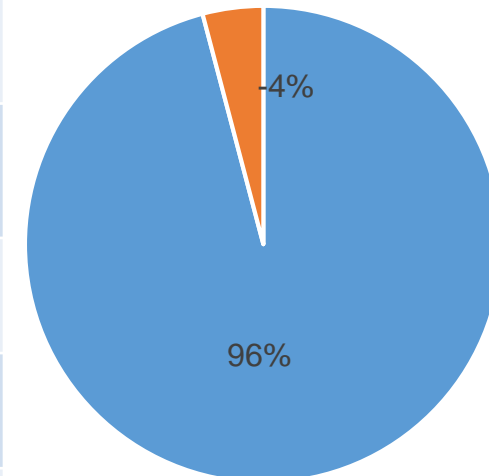
Project Categories	Allocation	Expenditures & Encumbrances
Card Access Security System	\$ 292,382.33*	\$ 292,382.33*
Data Infrastructure Improvements	\$ 870,885.68*	\$ 870,885.68*
Modernization Phase 1	\$ 7,998,537.54*	\$ 7,998,537.54*
Modernization Phase 2	\$ 375,500.00	\$ 362,778.61
Multi Project Overhead	\$ 100,000.00	\$ 90,732.80
New Classroom Building	\$ 3,565,827.26*	\$ 3,565,827.26*
New Parking Lot	\$ 1,542,166.47*	\$ 1,542,166.47*
Portable Building Demo and Site Work	\$ 63,097.00*	\$ 63,097.00*
Re-Roofing Project	\$ 26,395.20*	\$ 26,395.20*
Site Infrastructure	\$ 118,194.50*	\$ 118,194.50*
* Denotes projects that are complete.	<b>\$ 14,952,475.98</b>	<b>\$ 14,930,997.39</b>



# Gault Elementary School (Measure B) Site Budget: \$9,894,815.96

Project Categories	Allocation	Expenditures & Encumbrances
Card Access Security System	\$ 166,039.54*	\$ 166,039.54*
Data Infrastructure Improvements	\$ 471,686.49*	\$ 471,686.49*
Modernization Phase 1 Main Building	\$ 133,089.03*	\$ 133,089.03*
Modernization Phase 3 Envelope	\$ 280,388.73*	\$ 280,388.73*
Multi Project Overhead	\$ 161,335.17*	\$ 161,335.17*
New Classroom Building 1	\$ 7,791,430.07	\$ 8,234,163.12
Re-Roof	\$ 842,598.74*	\$ 842,598.74*
Utility Infrastructure	\$ 48,248.19*	\$ 48,248.19*
* Denotes projects that are complete.	<b>\$ 9,894,815.96</b>	<b>\$ 10,337,549.01</b>

Remaining Budget:  
-\$442.733.05  
\*delta covered by  
Measure L

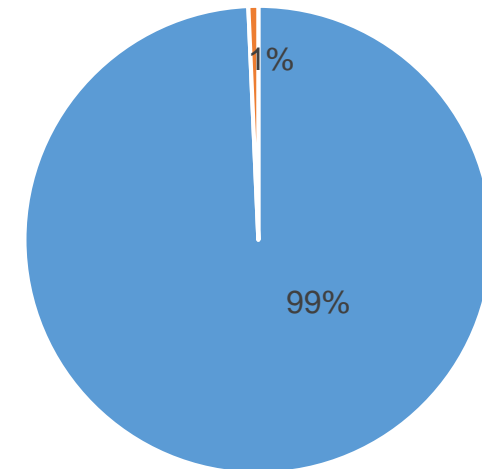


- Expenditures & Encumbrances
- Remaining Budget

# Harbor High School (Measure A) Site Budget: \$29,760,487.53

Project Categories	Allocation	Expenditures & Encumbrances
Athletic Field Improvements	\$ 12,132,773.24*	\$ 12,132,773.24*
Card Access Security System	\$ 543,395.90	\$ 352,971.57
Data Infrastructure Improvements	\$ 1,077,397.19*	\$ 1,077,397.19*
Electric Hand Dryers	\$ 185,790.23*	\$ 185,790.23*
External Security	\$ 143,174.76*	\$ 143,174.76*
Modernization Phase 1 MPR/Kitchen	\$ 175,692.36*	\$ 175,692.36*
Modernization Phase 2 FA/PA/H/MC/A	\$ 1,052,261.25*	\$ 1,052,261.25*
Modernization Phase 3 S/CT/Quad/Gym	\$ 293,280.10	\$ 293,280.10
Multi Project Overhead	\$ 148,506.63*	\$ 148,506.63*
New Electrical	\$ 138,693.53*	\$ 138,693.53*
Re-Roof	\$ 2,585,047.85*	\$ 2,585,047.85*
Site Infrastructure	\$ 29,141.41*	\$ 29,141.41*
Student Locker Improvements	\$ 257,067.04*	\$ 257,067.04*
Swimming Pool	\$ 10,676,166.09*	\$ 10,676,166.09*
Tennis Court Remodel	\$ 181,444.00*	\$ 181,444.00*
Upper Parking Lot/Drop Off	\$ 21,805.95*	\$ 21,805.95*
Wellness Center	\$ 118,850.00	\$ 118,850.00
* Denotes projects that are complete.	<b>\$ 29,760,487.53</b>	<b>\$ 29,570,063.20</b>

Remaining Budget:  
\$190,424.33

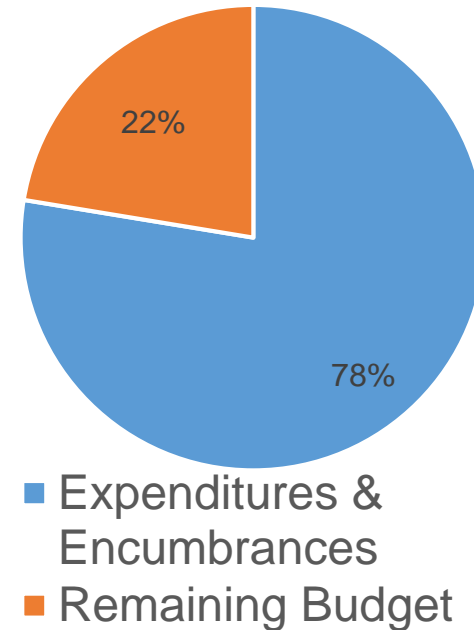


- Expenditures & Encumbrances
- Remaining Budget

# Mission Hill Middle School (Measure A) Site Budget: \$18,394,700.26

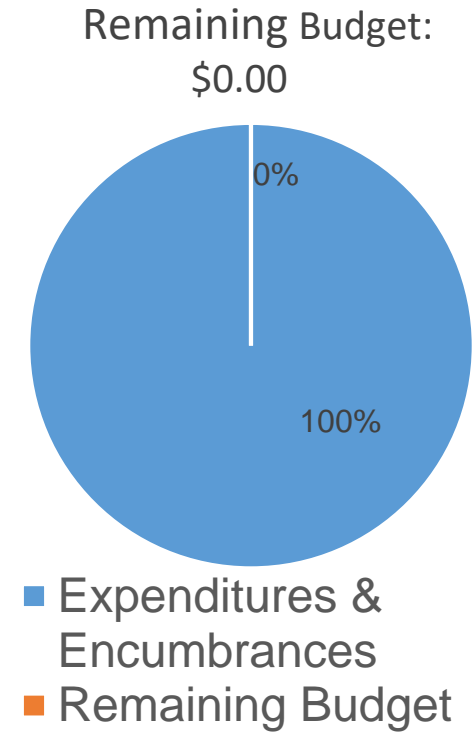
Project Categories	Allocation	Expenditures & Encumbrances
Artificial Field	\$ 3,328,771.02*	\$ 3,328,771.02*
Card Access Security System	\$ 395,000.00	\$ 386,532.65
Data Infrastructure Improvements	\$ 403,052.04*	\$ 403,052.04*
Front Landscape	\$ 1,299,864.26*	\$ 1,299,864.26*
Gym Locker Rooms Phase 1	\$ 188,535.83*	\$ 188,535.83*
Gym Phase 2 Improvements	\$ 9,548.00*	\$ 9,548.00*
Modernization Phase 1 Main Building	\$ 1,010,000.00	\$ 1,008,957.14
Modernization Phase 2 Main Building	\$ 24,085.00*	\$ 24,085.00*
Modernization Phase 3 Envelope	\$ 3,500,000.00	\$ 3,401,502.13
Multi Project Overhead	\$ 181,055.17*	\$ 181,055.17*
New Classroom Building	\$ 3,900,000.00	\$ 7,466.25
Roofing Phase 1	\$ 1,636,569.64*	\$ 1,636,569.64*
Roofing Phase 2	\$ 765,266.30*	\$ 765,266.30*
SDC Portable	\$ 12,100.00*	\$ 12,100.00*
Site Improvements	\$ 200,000.00	\$ 150,156.34
Utility Infrastructure	\$ 1,530,000.00	\$ 1,493,625.41
* Denotes projects that are complete.	<b>\$ 18,383,847.26</b>	<b>\$ 14,297,087.18</b>

Remaining Budget:  
\$4,097,613.08



# Natural Bridges Elementary School (Measure B) Site Budget: \$4,277,891.34

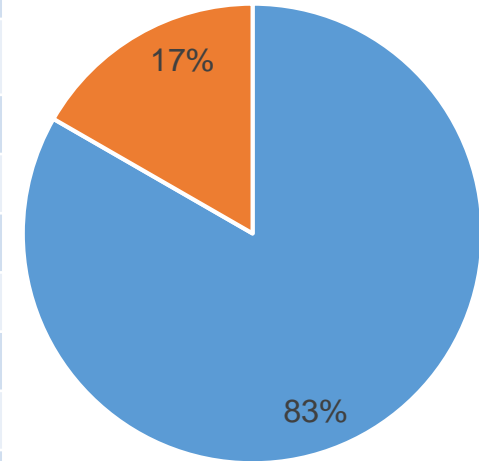
Project Categories	Allocation	Expenditures & Encumbrances
Artificial Field	\$ 106,061.44*	\$ 106,061.44
Campus Roofing	\$ 1,537,050.74*	\$ 1,537,050.74
GYM Modernization Phase 1 and Parking Lot	\$ 774,274.67*	\$ 774,274.67
GYM Modernization Phase 2 and Modular Restroom Building	\$ 1,203,341.80*	\$ 1,203,341,80
Modernization and Repairs	\$ 651,592.69*	\$ 651,592.69
Multi Project Overhead	\$ 5,570.00*	\$ 5,570.00
* Denotes projects that are complete.	\$ 4,277,891.34	\$ 4,277,891.34



# Santa Cruz High School (Measure A) Budget: \$33,427,723.88

Project Categories	Allocation	Expenditures & Encumbrances
Artificial Turf Project COP	\$ 1,437,463.72*	\$ 1,437,463.72*
Athletic Facility Upgrades	\$ 1,199,000.00	\$ 1,168,882.20
Campus Re-Roof Phase 1	\$ 2,233,490.82*	\$ 2,233,490.82*
Campus Re-Roof Phase 2	\$ 443,216.48*	\$ 443,216.48*
Card Access Security System	\$ 580,000.00	\$ 381,319.80
Data Infrastructure Improvements	\$ 1,539,830.17*	\$ 1,539,830.17*
External Security	\$ 380,000.00	\$ 281,609.00
Gym Modernization Ph 1 & 2	\$ 3,000,000.00	\$ 1,553,635.58
Modernization Ph 1 Main Building	\$ 1,300,000.00	\$ 1,274,548.21
Modernization Ph 2 Cafe/CR/Toilets	\$ 10,000,000.00	\$ 9,644,299.43
Modernization Ph 3 Math/Science/Library	\$ 200,000.00	\$ 152,001.35
Modernization Ph 4 Main Building	\$ 3,887,544.84	\$ 1,866,536.39
Modernization Transportation 1 & 2	\$ 218,045.68*	\$ 218,045.68*
Multi Project Overhead	\$ 260,618.12	\$ 220,618.12
New Electrical	\$ 2,000,000.00	\$ 1,900,972.04
New Pool House	\$ 3,250,000.00	\$ 2,238,920.50
Temp Housing	\$ 317,514.05*	\$ 317,514.05*
Utility Infrastructure	\$ 1,211,000.00	\$ 1,210,915.53
* Denotes projects that are complete.	\$ 33,427,723.88	\$ 28,083,819.07

Remaining Budget:  
\$5,343,904.81



■ Expenditures & Encumbrances  
■ Remaining Budget



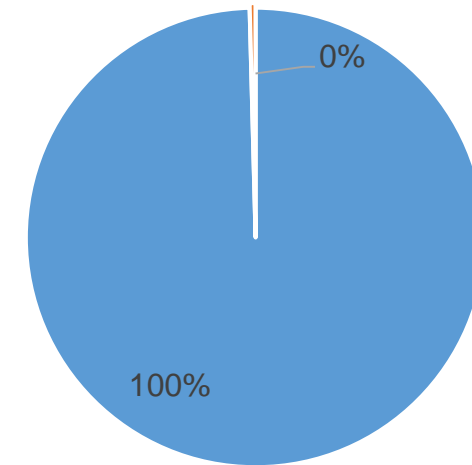
# Soquel High School (Measure A) Site Budget: \$37,267,510.05

Project Categories	Allocation	Expenditures & Encumbrances
Artificial Turf Project COP	\$ 1,527,269.08*	\$ 1,527,269.08*
Card Access Security System	\$ 502,681.28	\$ 502,681.28
Data Infrastructure Improvements	\$ 1,403,834.61*	\$ 1,403,834.61*
External Security	\$ 222,743.97*	\$ 222,743.97*
Interim Housing	\$ 108,804.00*	\$ 108,804.00*
Modernization Phase 1 (300)	\$ 2,025,578.91*	\$ 2,025,578.91*
Modernization Phase 2 (100/200)	\$ 12,855,468.63*	\$ 12,855,468.63*
Modernization Phase 3	\$ 4,940,078.87	\$ 4,940,078.87
Multi Project Overhead	\$ 108,717.75	\$ 108,717.75
New Snack Shack	\$ 1,836,368.05*	\$ 1,836,368.05*
Performing Arts Center	\$ 189,612.50*	\$ 189,612.50*
Site Infrastructure	\$ 3,766,824.02*	\$ 3,766,824.02*
Swimming Pool	\$ 7,463,559.87*	\$ 7,463,559.87*
Tennis Court Remodel	\$ 209,524.00*	\$ 209,524.00*
Wellness Center	\$99,800.00	\$99,800.00
	<b>\$ 37,260,865.54</b>	<b>\$ 37,260,865.62</b>

\* Denotes projects that are complete.

73/551

Remaining Budget:  
\$6,644.43

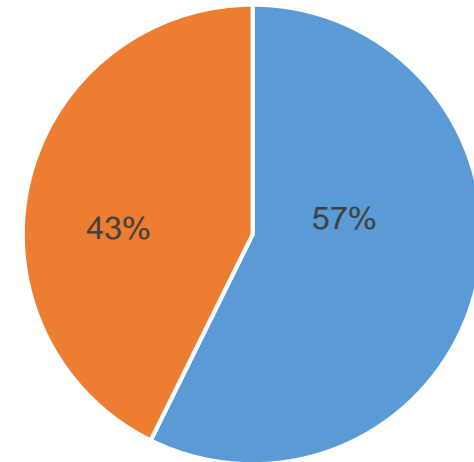


- Expenditures & Encumbrances
- Remaining Budget

# Westlake Elementary School (Measure B) Site Budget: \$14,379,929.77

Project Categories	Allocation	Expenditures & Encumbrances
Card Access Security System	\$ 262,692.40*	\$ 262,692.40*
Data Infrastructure Improvements	\$ 1,020,000.00	\$ 1,015,620.91
Modernization	\$ 8,832,891.30	\$ 2,940,197.65
Multi Project Overhead	\$199,000.00	\$ 161,765.07
Roof Replacement	\$ 2,252,089.65*	\$ 2,252,089.65*
Site Improvements Sign, Fence, Access	\$ 1,000,000.00	\$ 714,588.96
Utility Infrastructure	\$ 975,000.00	\$ 895,289.07
* Denotes projects that are complete.	<b>\$ 14,379,980.95</b>	<b>\$ 8,242,243.71</b>

Remaining Budget:  
\$6,137,686.06

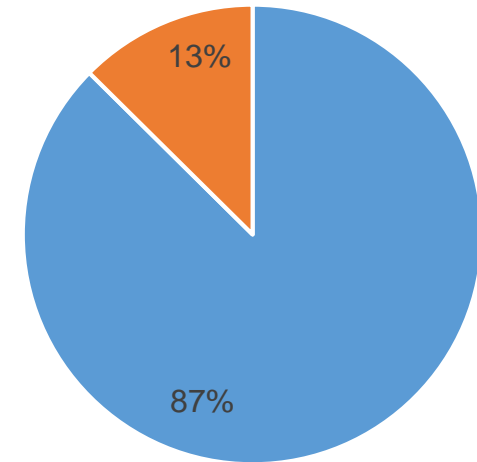


- Expenditures & Encumbrances
- Remaining Budget

# Set-Aside Funds (Measure A) Budget: \$3,500,000.00

Project Categories	Allocation	Expenditures & Encumbrance
Americans with Disabilities Act Access at Central Office	\$ 62,767.79	\$ 48,460.43
Central Kitchen Cold Storage at DeLaveaga	\$ 325,000.00	\$ 246,294.10
Central Kitchen Cold Storage at Harbor	\$ 1,365,000.00	\$ 1,200,982.58
Palm Street Maintenance Facility Parking Lot and Safety Lighting & District Network & Key Cards	\$ 370,119.26*	\$ 370,119.26*
Transportation Office	\$ 943,627.23*	\$ 943,627.23*
Transportation Yard PG&E EV Charging	\$ 433,485.72	\$250,087.49
* Denotes projects that are complete.	\$ 3,500,000.00	\$ 3,059,571.09

Remaining Budget:  
\$440,428.91



- Expenditures & Encumbrances
- Remaining Budget

# *Thank you & Questions*



## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** AB 1200 Public Disclosure on Tentative 2023-24 Collective Bargaining Agreement, between Santa Cruz City Schools and the Greater Santa Cruz Federation of Teachers (GSCFT)

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve AB 1200 Public Disclosure on the tentative bargaining agreement with the GSCFT for 2023-24.

**BACKGROUND:**

A tentative bargaining agreement for 2023-24 has been reached with the District's certificated bargaining unit, the GSCFT. The Board is required by AB 1200 to make this tentative agreement available to the public, to publicly disclose its costs.

A 5.25% increase on the salary schedule, retroactive to July 1, 2023.

**FISCAL IMPACT:**

\$2,316,918 in 2023-2024, LCFF Base (Unrestricted), LCFF Supplemental (Restricted), Federal Categorical Programs (Restricted), State and Local Funds (Restricted and Unrestricted).

This work is in direct support of the following District goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

## **Government Code - GOV**

### **TITLE 1. GENERAL [100 - 7914]**

*( Title 1 enacted by Stats. 1943, Ch. 134. )*

### **DIVISION 4. PUBLIC OFFICERS AND EMPLOYEES [1000 - 3599]**

*( Division 4 enacted by Stats. 1943, Ch. 134. )*

### **CHAPTER 10.7. Meeting and Negotiating in Public Educational Employment [3540 - 3549.3]**

*( Chapter 10.7 added by Stats. 1975, Ch. 961. )*

### **ARTICLE 8. Public Notice [3547 - 3547.5]**

*( Article 8 added by Stats. 1975, Ch. 961. )*

## **PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

### **3547.5.**

(a) Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

(b) The superintendent of the school district and chief business official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall be prepared in a format similar to that of the reports required pursuant to Sections 42130 and 42131 of the Education Code and shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term.

(c) If a school district does not adopt all of the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the county superintendent of schools shall issue a qualified or negative certification for the district on the next interim report pursuant to Section 42131 of the Education Code.

*(Amended by Stats. 2004, Ch. 52, Sec. 17. Effective June 21, 2004.)*

#### **COE NOTE:**

NOTE: A Side letter – not ratified by union membership – does not require a public disclosure or to go to board, unless it has a fiscal impact.

Santa Cruz County Office of Education  
Business Services Division

## Public Disclosure of Collective Bargaining Agreement (AB1200 Form)

This Excel form should be sent to the COE at least 10 calendar days prior to the District's Board meeting that will have a compensation settlement between the district and a bargaining unit as an agenda item.

Please email the form, TA and other supporting documentation to:

[coe\\_business\\_help@santacruzcoe.org](mailto:coe_business_help@santacruzcoe.org)

For additional information concerning this document and process, please contact Jean Gardner, at (831) 466-5604 or by email at:

[jgardner@santacruzcoe.org](mailto:jgardner@santacruzcoe.org)

The timing between union ratification and the AB1200 deadline is not as critical; just need to submit at least 10 days prior to the public meeting where the disclosure will be discussed.

Government Code 3547.5

This full packet must be included in board packet, and a PUBLIC meeting must be held. (not a public hearing)

The disclosure of major provisions and cost comes first, 2nd Item the board approves the agreement/ratification.

Probably advisable to post full disclosure with announcement of/posting of Agenda.

Include all costs in ALL FUNDS on page 1, even if they are already budgeted.  
only complete the year 2 and year 3 column if the agreement in a multi-year agreement.  
if it's a one year agreement, even if ongoing costs, do not include costs in those columns.  
for HW increases, the year ends 9/30 so costs would be included in year 2.

COE Website link to most recent form:

[http://www.santacruzcoe.org/business/dist\\_support\\_services/forms.html](http://www.santacruzcoe.org/business/dist_support_services/forms.html)

Form updated: 3/21/2019

**Santa Cruz County Office of Education  
Business Services Department**

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT  
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District: Santa Cruz City Schools  
 Name of Bargaining Unit: Greater Santa Cruz Federation of Teachers  
 Certificated or Classified: Certificated

The proposed agreement covers the period beginning: July 1, 2023 and ending: June 30, 2024  
 (date) (date)

The Governing Board will act upon this agreement on: January 17, 2024  
 (date)

**Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.**

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2023-24	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 2023-24	Year 2 Increase/(Decrease) FY	Year 3 Increase/(Decrease) FY
1 <b>Salary Schedule</b> Increase (Decrease)	\$36,025,598	\$1,891,344		
		5.25%	0.00%	0.00%
2 <b>Step and Column - Increase</b> (Decrease) Due to movement plus any changes due to settlement				
		0.00%	0.00%	0.00%
3 <b>Other Compensation - Increase</b> (Decrease)(Stipends, Bonuses, Longevity, Overtime, etc.)  **Included in base above				
<b>Description of other compensation: \$1,000 Bonus for FTE above 0.51 and \$500 bonus for FTE 0.50 to .10</b>				
4 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.</b>	\$8,106,170	\$425,574		
		5.25%	0.00%	0.00%
5 <b>Health/Welfare Plans</b>	\$3,774,325	\$0		
		0.00%	0.00%	0.00%
6 <b>Total Compensation - Increase (Decrease) (Total Lines 1-5)</b>	\$47,906,093	\$2,316,918	\$0	\$0
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	401.33			
8 <b>Total Compensation Average Cost per Employee</b>	\$ 119,368.33	\$ 5,773.10	\$ -	\$ -
		4.84%	0.00%	0.00%



9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

For 2023-24 the District and GSCFT agreed to a 5.25% increase on the salary schedule and it's retroactive to July 1, 2023. The retroactive payment will only be paid to active employees as of January 1, 2024.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

11. Please include comments and explanations as necessary.

High school Activity Directors will be given two additional days prior to the start of the school year and one additional day at the end of the school year to perform required duties.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

**B. Proposed Negotiated Changes in Noncompensation Items** (i.e., class size adjustments, etc.)

All elementary classroom teachers, 1st-3rd grade, will be provided with 40-50 minutes of prep time per week. 4th and 5th grade classroom teachers will have an additional 40-50 minutes of prep time per week. TK and Kinder classroom teachers will have 30 minutes of prep time per week. This additional prep time will be provided by the library media teacher. Classroom teachers will return to the library to pick up their class at the end of this time. Any missed library prep periods due to holidays or shortened school days will not be made up.

**C. What are the specific impacts on instructional and support programs to accommodate the settlement?**

Please indicate the status of these changes: 1) planning stage, 2) in-progress, or 3) adopted. Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None

**D. What contingency language is included in the proposed agreement?** Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

None

**E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)?** "Deficit spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Yes, this will increase the deficit spending and the district does have a reserve over the 3% minimum to cover these costs.

**F. Describe other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc. Please disclose any other components of the agreement which may or may not affect the district's fund balance in future years.**

None

**G. Source of Funding for Proposed Agreement**

1. Current Year

General Fund Unrestricted and Restricted Funds.

2. If this is a single year agreement, how will the on-going cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund Unrestricted and Restricted Funds.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Santa Cruz City Schools**

**Unrestricted General Fund**

Bargaining Unit:

**Greater Santa Cruz Federation of Teachers**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Certificated AMA/Cabinet	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ -	\$ -	\$ 86,036,694.00
Remaining Revenues (8100-8799)	\$ 10,435,577.00	\$ -		\$ 10,435,577.00
<b>TOTAL REVENUES</b>	<b>\$ 96,472,271.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 96,472,271.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 32,171,665.00	\$ 1,456,335.00	\$ 188,263.00	\$ 33,816,263.00
Classified Salaries (2000-2999)	\$ 11,575,316.00			\$ 11,575,316.00
Employee Benefits (3000-3999)	\$ 18,909,093.00	\$ 327,692.00	\$ 42,077.00	\$ 19,278,862.00
Books and Supplies (4000-4999)	\$ 5,717,989.00	\$ -	\$ -	\$ 5,717,989.00
Services, Other Operating Expenses (5000-5999)	\$ 9,551,220.00	\$ -	\$ -	\$ 9,551,220.00
Capital Outlay (6000-6599)	\$ 492,185.00	\$ -	\$ -	\$ 492,185.00
Other Outgo (7100-7299) (7400-7499)	\$ 25,362.00	\$ -	\$ -	\$ 25,362.00
Direct Support/Indirect Cost (7300-7399)	\$ (1,341,962.00)	\$ -	\$ -	\$ (1,341,962.00)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 77,100,868.00</b>	<b>\$ 1,784,027.00</b>	<b>\$ 230,340.00</b>	<b>\$ 79,115,235.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 19,371,403.00</b>	<b>\$ (1,784,027.00)</b>	<b>\$ (230,340.00)</b>	<b>\$ 17,357,036.00</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 2,500,000.00	\$ -	\$ -	\$ 2,500,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 1,500,000.00			\$ 1,500,000.00
CONTRIBUTIONS (8980-8999)	\$ (23,199,315.00)	\$ (532,891.00)	\$ (68,803.00)	\$ (23,801,009.00)
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (2,827,912.00)</b>	<b>\$ (2,316,918.00)</b>	<b>\$ (299,143.00)</b>	<b>\$ (5,443,973.00)</b>
<b>BEGINNING BALANCE</b>	<b>\$ 29,361,780.00</b>			<b>\$ 29,361,780.00</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$ 1,725,000.00			\$ 1,725,000.00
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 28,258,868.00</b>	<b>\$ (2,316,918.00)</b>	<b>\$ (299,143.00)</b>	<b>\$ 25,642,807.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ -	\$ -	\$ 68,878.00
Restricted Amounts (9740)	\$ -	\$ -	\$ -	\$ -
Reserves for Economic Uncertainties (9789)	\$ 4,087,727.00	\$ 53,521.00	\$ 24,960.00	\$ 4,166,208.00
Committed Amounts (9750-9760)	\$ 5,592,017.00	\$ 8,224,574.00		\$ 13,816,591.00
Assigned Amounts (9780)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount (9790)	\$ 18,510,246.00	\$ (10,595,013.00)	\$ (324,103.00)	\$ 7,591,130.00

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Santa Cruz City Schools**

**Restricted General Fund**

Bargaining Unit:

**Greater Santa Cruz Federation of Teachers**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Certificated AMA	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 20,535,021.00	\$ -		\$ 20,535,021.00
<b>TOTAL REVENUES</b>	<b>\$ 20,535,021.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 20,535,021.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 10,495,025.00	\$ 435,009.00	\$ 56,235.00	\$ 10,986,269.00
Classified Salaries (2000-2999)	\$ 6,077,576.00	\$ -	\$ -	\$ 6,077,576.00
Employee Benefits (3000-3999)	\$ 11,112,812.00	\$ 97,882.00	\$ 12,568.00	\$ 11,223,262.00
Books and Supplies (4000-4999)	\$ 17,854,373.00	\$ -		\$ 17,854,373.00
Services, Other Operating Expenses (5000-5999)	\$ 9,808,241.00	\$ -	\$ -	\$ 9,808,241.00
Capital Outlay (6000-6599)	\$ 828,431.00	\$ -	\$ -	\$ 828,431.00
Other Outgo (7100-7299) (7400-7499)	\$ 138,267.00	\$ -	\$ -	\$ 138,267.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,341,962.00	\$ -	\$ -	\$ 1,341,962.00
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 57,656,687.00</b>	<b>\$ 532,891.00</b>	<b>\$ 68,803.00</b>	<b>\$ 58,258,381.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (37,121,666.00)</b>	<b>\$ (532,891.00)</b>	<b>\$ (68,803.00)</b>	<b>\$ (37,723,360.00)</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 23,199,315.00	\$ 532,891.00	\$ 68,803.00	\$ 23,801,009.00
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (13,922,351.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (13,922,351.00)</b>
<b>BEGINNING BALANCE</b>	<b>\$ 14,226,431.00</b>			<b>\$ 14,226,431.00</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 304,080.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 304,080.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)	\$ -	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -	\$ 304,080.00
Committed Amounts (9750-9760)	\$ -	\$ -	\$ -	\$ -
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount (9790)				

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Santa Cruz City Schools	Combined General Fund			
Bargaining Unit:	Greater Santa Cruz Federation of Teachers			
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Meet and Conf Groups	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ -	\$ -	\$ 86,036,694.00
Remaining Revenues (8100-8799)	\$ 30,970,598.00	\$ -	\$ -	\$ 30,970,598.00
<b>TOTAL REVENUES</b>	<b>\$ 117,007,292.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 117,007,292.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 42,666,690.00	\$ 1,891,344.00	\$ 244,498.00	\$ 44,802,532.00
Classified Salaries (2000-2999)	\$ 17,652,892.00	\$ -	\$ -	\$ 17,652,892.00
Employee Benefits (3000-3999)	\$ 30,021,905.00	\$ 425,574.00	\$ 54,645.00	\$ 30,502,124.00
Books and Supplies (4000-4999)	\$ 23,572,362.00	\$ -	\$ -	\$ 23,572,362.00
Services, Other Operating Expenses (5000-5999)	\$ 19,359,461.00	\$ -	\$ -	\$ 19,359,461.00
Capital Outlay (6000-6599)	\$ 1,320,616.00	\$ -	\$ -	\$ 1,320,616.00
Other Outgo (7100-7299) (7400-7499)	\$ 163,629.00	\$ -	\$ -	\$ 163,629.00
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 134,757,555.00</b>	<b>\$ 2,316,918.00</b>	<b>\$ 299,143.00</b>	<b>\$ 137,373,616.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (17,750,263.00)</b>	<b>\$ (2,316,918.00)</b>	<b>\$ (299,143.00)</b>	<b>\$ (20,366,324.00)</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 2,500,000.00	\$ -	\$ -	\$ 2,500,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 1,500,000.00	\$ -	\$ -	\$ 1,500,000.00
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (16,750,263.00)</b>	<b>\$ (2,316,918.00)</b>	<b>\$ (299,143.00)</b>	<b>\$ (19,366,324.00)</b>
<b>BEGINNING BALANCE</b>	<b>\$ 43,588,211.00</b>			<b>\$ 43,588,211.00</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$ 1,725,000.00			\$ 1,725,000.00
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 28,562,948.00</b>	<b>\$ (2,316,918.00)</b>	<b>\$ (299,143.00)</b>	<b>\$ 25,946,887.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ -	\$ -	\$ 68,878.00
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -	\$ 304,080.00
Reserves for Economic Uncertainties (9789)	\$ 4,087,727.00	\$ 53,521.00	\$ 24,960.00	\$ 4,166,208.00
Committed Amounts (9750-9760)	\$ 5,592,017.00	\$ 8,224,574.00	\$ -	\$ 13,816,591.00
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount (9790)	\$ 18,510,246.00	\$ (10,595,013.00)	\$ (324,103.00)	\$ 7,591,130.00
Unassigned Amount - Restricted (9790)				
Reserve for Economic Uncertainties Percentage	17%			8%

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Greater Santa Cruz Federation of Teachers				
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ -			\$ -
Remaining Revenues (8100-8799)				\$ -
<b>TOTAL REVENUES</b>	\$ -	\$ -	\$ -	\$ -
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)				\$ -
Classified Salaries (2000-2999)				\$ -
Employee Benefits (3000-3999)				\$ -
Books and Supplies (4000-4999)				\$ -
Services, Other Operating Expenses (5000-5999)				\$ -
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)				\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ -	\$ -	\$ -	\$ -
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -			\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>BEGINNING BALANCE</b>	\$ -			\$ -
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)				\$ -
Restricted Amounts (9740)	\$ -			\$ -
Reserves for Economic Uncertainties (9789)				\$ -
Committed Amounts (9750-9760)				\$ -
Assigned Amounts (9775-9780)				\$ -
Unassigned Amount (9790)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

\* Please see question on page 7.

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Unrestricted General Fund**

**Greater Santa Cruz Federation of Teachers**

	2022-23	2023-24	2024-25
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ 87,959,143.00	\$ 88,814,668.00
Remaining Revenues (8100-8799)	\$ 10,435,577.00	\$ 10,447,276.00	\$ 10,424,488.00
<b>TOTAL REVENUES</b>	\$ 96,472,271.00	\$ 98,406,419.00	\$ 99,239,156.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 33,816,263.00	\$ 34,233,622.00	\$ 34,737,648.00
Classified Salaries (2000-2999)	\$ 11,575,316.00	\$ 11,786,899.00	\$ 12,002,713.00
Employee Benefits (3000-3999)	\$ 19,278,862.00	\$ 20,552,796.00	\$ 21,495,431.00
Books and Supplies (4000-4999)	\$ 5,717,989.00	\$ 4,420,270.00	\$ 4,445,270.00
Services, Other Operating Expenses (5000-5999)	\$ 9,551,220.00	\$ 8,739,746.00	\$ 8,936,496.00
Capital Outlay (6000-6999)	\$ 492,185.00	\$ 492,185.00	\$ 492,185.00
Other Outgo (7100-7299) (7400-7499)	\$ 25,362.00	\$ 25,362.00	\$ 25,362.00
Direct Support/Indirect Cost (7300-7399)	\$ (1,341,962.00)	\$ (1,242,670.00)	\$ (1,274,358.00)
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 79,115,235.00	\$ 79,008,210.00	\$ 80,860,747.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 17,357,036.00	\$ 19,398,209.00	\$ 18,378,409.00
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ 2,500,000.00	\$ 2,500,000.00	\$ 2,500,000.00
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 1,500,000.00	\$ 1,000,000.00	\$ -
<b>CONTRIBUTIONS (8980-8999)</b>	\$ (23,801,009.00)	\$ (24,518,002.00)	\$ (25,536,278.00)
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (5,443,973.00)	\$ (3,619,793.00)	\$ (4,657,869.00)
<b>BEGINNING BALANCE</b>	\$ 31,086,780.00	\$ 25,642,807.00	\$ 22,023,014.00
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 25,642,807.00	\$ 22,023,014.00	\$ 17,365,145.00
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ 68,878.00	\$ 68,878.00
Restricted Amounts (9740)	\$ -	\$ -	\$ -
Reserves for Economic Uncertainties (9789)	\$ 4,166,208.00	\$ 3,536,013.00	\$ 3,583,015.00
Committed Amounts (9750-9760)	\$ 13,816,591.00	\$ 12,564,492.00	\$ 7,906,623.00
Assigned Amounts (9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)	\$ 7,591,130.00	\$ 5,853,631.00	\$ 5,806,629.00
Unassigned Amount - Restricted (9790)			

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Restricted General Fund**

**Greater Santa Cruz Federation of Teachers**

	2022-23	2023-24	2024-25
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 20,535,021.00	\$ 13,036,815.00	\$ 13,036,815.00
<b>TOTAL REVENUES</b>	\$ 20,535,021.00	\$ 13,036,815.00	\$ 13,036,815.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 10,986,269.00	\$ 9,140,295.00	\$ 9,274,290.00
Classified Salaries (2000-2999)	\$ 6,077,576.00	\$ 4,746,729.00	\$ 4,836,881.00
Employee Benefits (3000-3999)	\$ 11,223,262.00	\$ 10,354,687.00	\$ 10,662,353.00
Books and Supplies (4000-4999)	\$ 17,854,373.00	\$ 2,104,225.00	\$ 2,254,920.00
Services, Other Operating Expenses (5000-5999)	\$ 9,808,241.00	\$ 9,318,357.00	\$ 9,318,357.00
Capital Outlay (6000-6999)	\$ 828,431.00	\$ 813,667.00	\$ 813,667.00
Other Outgo (7100-7299) (7400-7499)	\$ 138,267.00	\$ 138,267.00	\$ 138,267.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,341,962.00	\$ 1,242,670.00	\$ 1,274,358.00
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 58,258,381.00	\$ 37,858,897.00	\$ 38,573,093.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (37,723,360.00)	\$ (24,822,082.00)	\$ (25,536,278.00)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ -	\$ -	\$ -
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 23,801,009.00	\$ 24,518,002.00	\$ 25,536,278.00
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (13,922,351.00)	\$ (304,080.00)	\$ -
<b>BEGINNING BALANCE</b>	\$ 14,226,431.00	\$ 304,080.00	\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 304,080.00	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -
Reserves for Economic Uncertainties (9789)			
Committed Amounts (9750-9760)	\$ -	\$ -	\$ -
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)			
Unassigned Amount - Restricted (9790)			



**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Combined General Fund**

**Greater Santa Cruz Federation of Teachers**

	2022-23	2023-24	2024-25
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ 87,959,143.00	\$ 88,814,668.00
Remaining Revenues (8100-8799)	\$ 30,970,598.00	\$ 23,484,091.00	\$ 23,461,303.00
<b>TOTAL REVENUES</b>	\$ 117,007,292.00	\$ 111,443,234.00	\$ 112,275,971.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 44,802,532.00	\$ 43,373,917.00	\$ 44,011,938.00
Classified Salaries (2000-2999)	\$ 17,652,892.00	\$ 16,533,628.00	\$ 16,839,594.00
Employee Benefits (3000-3999)	\$ 30,502,124.00	\$ 30,907,483.00	\$ 32,157,784.00
Books and Supplies (4000-4999)	\$ 23,572,362.00	\$ 6,524,495.00	\$ 6,700,190.00
Services, Other Operating Expenses (5000-5999)	\$ 19,359,461.00	\$ 18,058,103.00	\$ 18,254,853.00
Capital Outlay (6000-6999)	\$ 1,320,616.00	\$ 1,305,852.00	\$ 1,305,852.00
Other Outgo (7100-7299) (7400-7499)	\$ 163,629.00	\$ 163,629.00	\$ 163,629.00
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 137,373,616.00	\$ 116,867,107.00	\$ 119,433,840.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (20,366,324.00)	\$ (5,423,873.00)	\$ (7,157,869.00)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ 2,500,000.00	\$ 2,500,000.00	\$ 2,500,000.00
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 1,500,000.00	\$ 1,000,000.00	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (19,366,324.00)	\$ (3,923,873.00)	\$ (4,657,869.00)
<b>BEGINNING BALANCE</b>	\$ 43,588,211.00	\$ 25,946,887.00	\$ 22,023,014.00
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 25,946,887.00	\$ 22,023,014.00	\$ 17,365,145.00
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ 68,878	\$ 68,878
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -
Reserves for Economic Uncertainties (9789)	\$ 4,166,208.00	\$ 3,536,013	\$ 3,583,015
Committed Amounts (9750-9760)	\$ 13,816,591.00	\$ 12,564,492	\$ 7,906,623
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)	\$ 7,591,130.00	\$ 5,853,631	\$ 5,806,629
Unassigned Amount - Restricted (9790)			

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 138,873,616.00	\$ 117,867,107.00	\$ 119,433,840.00
b.	State Standard Minimum Reserve Percentage for this District:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$71,000.)	\$ 4,166,208	\$ 3,536,013	\$ 3,583,015

2. Budgeted **Unrestricted** Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted <b>Unrestricted</b> Reserve for Economic Uncertainties (9789)	\$ 4,166,208.00	\$ 3,536,013.00	\$ 3,583,015.00
b.	General Fund Budgeted <b>Unrestricted</b> Unassigned Amount (9790)	\$ 7,591,130.00	\$ 5,853,631.00	\$ 5,806,629.00
c.	Special Reserve Fund (Fund 17) Budgeted Reserves for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned Amount (9790)	\$ -	\$ -	\$ -
g.	Total Available Reserves	\$ 11,757,338.00	\$ 9,389,644.00	\$ 9,389,644.00
h.	Reserve for Economic Uncertainties Percentage	8.47%	7.97%	7.86%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If not, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

The difference of \$532,891 is the amount of the contribution to the Restricted General Fund.

6. Please include any additional comments and explanations of Page 4 as necessary or any other information that you want to provide to assist us in our analysis.



**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT**

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Santa Cruz City Schools (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Greater Santa Cruz Federation of Teachers Bargaining Unit, during the term of the agreement from July 1, 2022 to June 30, 2025.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Unrestricted Revenues/Other Financing Sources</u>	\$ (532,891.00)
<u>Unrestricted Expenditures/Other Financing Uses</u>	\$ 1,784,027.00
<u>Unrestricted Ending Balance Increase (Decrease)</u>	<u>\$ (2,316,918.00)</u>
<u>Restricted Revenues/Other Financing Sources</u>	\$ 532,891.00
<u>Restricted Expenditures/Other Financing Uses</u>	\$ 532,891.00
<u>Restricted Ending Balance Increase (Decrease)</u>	<u>\$ -</u>

N/A \_\_\_\_ (No budget revisions necessary)

\_\_\_\_\_  
**Kris Munro, District Superintendent**  
 (Signature)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
**Jim Monreal, Asst. Supt. of Business Services**  
 (Signature)

\_\_\_\_\_  
 Date

**M. CERTIFICATION NO. 2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

Jim Monreal, Assistant Superintendent of Business Services  
**Contact Person**

(831) 429-3410 x48224  
**Phone**

**After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on August 17, 2022, took action to approve the proposed Agreement with the Greater Santa Cruz Federation of Teachers Bargaining Unit.**

\_\_\_\_\_  
**President (or Clerk), Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

**Special Note:** The Santa Cruz County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** AB 1200 Public Disclosure on Tentative 2023-24 Collective Bargaining Agreement, between Santa Cruz City Schools and the Santa Cruz Council of Classified Employees (SCCCE)

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve AB 1200 Public Disclosure on tentative bargaining agreement with SCCCE for 2023-24.

**BACKGROUND:**

A tentative bargaining agreement for 2023-24 has been reached with the District's classified bargaining unit, the SCCCE. The Board is required by AB 1200 to make this tentative agreement available to the public, to publicly disclose its costs.

A 5.25% increase on the salary schedule, retroactive to July 1, 2023.

**FISCAL IMPACT:**

\$1,081,314 in 2023-2024, LCFF Base (Unrestricted), LCFF Supplemental (Restricted), Federal Categorical Programs (Restricted), State and Local Funds (Restricted and Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

**AGENDA ITEM: 8.2.2.3**

## **Government Code - GOV**

### **TITLE 1. GENERAL [100 - 7914]**

*( Title 1 enacted by Stats. 1943, Ch. 134. )*

### **DIVISION 4. PUBLIC OFFICERS AND EMPLOYEES [1000 - 3599]**

*( Division 4 enacted by Stats. 1943, Ch. 134. )*

### **CHAPTER 10.7. Meeting and Negotiating in Public Educational Employment [3540 - 3549.3]**

*( Chapter 10.7 added by Stats. 1975, Ch. 961. )*

### **ARTICLE 8. Public Notice [3547 - 3547.5]**

*( Article 8 added by Stats. 1975, Ch. 961. )*

## **PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

### **3547.5.**

(a) Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

(b) The superintendent of the school district and chief business official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall be prepared in a format similar to that of the reports required pursuant to Sections 42130 and 42131 of the Education Code and shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term.

(c) If a school district does not adopt all of the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the county superintendent of schools shall issue a qualified or negative certification for the district on the next interim report pursuant to Section 42131 of the Education Code.

*(Amended by Stats. 2004, Ch. 52, Sec. 17. Effective June 21, 2004.)*

#### **COE NOTE:**

NOTE: A Side letter – not ratified by union membership – does not require a public disclosure or to go to board, unless it has a fiscal impact.



Santa Cruz County Office of Education  
Business Services Division

## Public Disclosure of Collective Bargaining Agreement (AB1200 Form)

This Excel form should be sent to the COE at least 10 calendar days prior to the District's Board meeting that will have a compensation settlement between the district and a bargaining unit as an agenda item.

Please email the form, TA and other supporting documentation to:

[coe\\_business\\_help@santacruzcoe.org](mailto:coe_business_help@santacruzcoe.org)

For additional information concerning this document and process, please contact Jean Gardner, at (831) 466-5604 or by email at:

[jgardner@santacruzcoe.org](mailto:jgardner@santacruzcoe.org)

The timing between union ratification and the AB1200 deadline is not as critical; just need to submit at least 10 days prior to the public meeting where the disclosure will be discussed.

Government Code 3547.5

This full packet must be included in board packet, and a PUBLIC meeting must be held. (not a public hearing)

The disclosure of major provisions and cost comes first, 2nd Item the board approves the agreement/ratification.

Probably advisable to post full disclosure with announcement of/posting of Agenda.

Include all costs in ALL FUNDS on page 1, even if they are already budgeted.  
only complete the year 2 and year 3 column if the agreement in a multi-year agreement.  
if it's a one year agreement, even if ongoing costs, do not include costs in those columns.  
for HW increases, the year ends 9/30 so costs would be included in year 2.

COE Website link to most recent form:

[http://www.santacruzcoe.org/business/dist\\_support\\_services/forms.html](http://www.santacruzcoe.org/business/dist_support_services/forms.html)

Form updated: 3/21/2019

**Santa Cruz County Office of Education  
Business Services Department**

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT  
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District: Santa Cruz City Schools  
 Name of Bargaining Unit: Santa Cruz Council of Classified Employees  
 Certificated or Classified: Classified

The proposed agreement covers the period beginning: July 1, 2023 and ending: June 30, 2024  
 (date) (date)

The Governing Board will act upon this agreement on: January 17, 2024  
 (date)

**Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.**

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2023-24	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 2023-24	Year 2 Increase/(Decrease) FY	Year 3 Increase/(Decrease) FY
1 <b>Salary Schedule</b> Increase (Decrease)	\$16,109,087	\$845,727		
		5.25%	0.00%	0.00%
2 <b>Step and Column - Increase</b> (Decrease) Due to movement plus any changes due to settlement				
		0.00%	0.00%	0.00%
3 <b>Other Compensation - Increase</b> (Decrease)(Stipends, Bonuses, Longevity, Overtime, etc.)  **Included in base above				
<b>Description of other compensation: \$1,000 Bonus for FTE above 0.51 and \$500 bonus for FTE 0.50 to .10</b>				
4 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.</b>	\$4,487,368	\$235,587		
		5.25%	0.00%	0.00%
5 <b>Health/Welfare Plans</b>	\$6,282,752	\$0		
		0.00%	0.00%	0.00%
6 <b>Total Compensation - Increase (Decrease) (Total Lines 1-5)</b>	\$26,879,207	\$1,081,314	\$0	\$0
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	311.62			
8 <b>Total Compensation Average Cost per Employee</b>	\$ 86,256.91	\$ 3,470.00	\$ -	\$ -
		4.02%	0.00%	0.00%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

For 2023-24 the District and SCCCE agreed to a 5.25% increase on the salary schedule and it's retroactive to July 1, 2023. The retroactive payment will only be paid to active employees as of January 10, 2024.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

11. Please include comments and explanations as necessary.

Side Letter Agreement-Maintenance and Operations employees who volunteer to be on the after hours On Call List will be compensated at time and a half and be allowed to accumulate 4 days of comp time prior to pay out with prior admin approval. Compensation time earned and not used as of 6/30/24 will be paid out on the 7/10/24 Payroll.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

Classified BU has a hard cap at Blue Shield HMO \$25 Office/\$500 Hospital plan rates, district picks up 70% of increases and employee picks up 30%. All other classified plans is 100% employee portion if the premium cost is more than the cap.

**B. Proposed Negotiated Changes in Noncompensation Items** (i.e., class size adjustments, etc.)

None

**C. What are the specific impacts on instructional and support programs to accommodate the settlement?**

Please indicate the status of these changes: 1) planning stage, 2) in-progress, or 3) adopted. Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None

**D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.**

None

**E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.**

Yes, this will increase the deficit spending and the district does have a reserve over the 3% minimum to cover these costs.

**F. Describe other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc. Please disclose any other components of the agreement which may or may not affect the district's fund balance in future years.**

None

**G. Source of Funding for Proposed Agreement**

1. Current Year

General Fund Unrestricted, Restricted Funds, Food Service and Bond Funds.

2. If this is a single year agreement, how will the on-going cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund Unrestricted, Restricted Funds, Food Service and Bond Funds.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

<b>Santa Cruz City Schools</b>		<b>Unrestricted General Fund</b>			
Bargaining Unit:		<b>Santa Cruz Council of Classified Employees</b>			
	Column 1	Column 2	Column 3	Column 4	
	Latest Board-Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Classified AMA/Cabinet/Confidential	Total Current Budget (Columns 1+2+3)	
<b>REVENUES</b>					
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ -	\$ -	\$ 86,036,694.00	
Remaining Revenues (8100-8799)	\$ 10,435,577.00	\$ -		\$ 10,435,577.00	
<b>TOTAL REVENUES</b>	<b>\$ 96,472,271.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 96,472,271.00</b>	
<b>EXPENDITURES</b>					
Certificated Salaries (1000-1999)	\$ 33,816,263.00	\$ -	\$ -	\$ 33,816,263.00	
Classified Salaries (2000-2999)	\$ 11,575,316.00	\$ 651,210.00	\$ 79,416.00	\$ 12,305,942.00	
Employee Benefits (3000-3999)	\$ 19,278,862.00	\$ 181,400.00	\$ 32,488.00	\$ 19,492,750.00	
Books and Supplies (4000-4999)	\$ 5,717,989.00	\$ -	\$ -	\$ 5,717,989.00	
Services, Other Operating Expenses (5000-5999)	\$ 9,551,220.00	\$ -	\$ -	\$ 9,551,220.00	
Capital Outlay (6000-6599)	\$ 492,185.00	\$ -	\$ -	\$ 492,185.00	
Other Outgo (7100-7299) (7400-7499)	\$ 25,362.00	\$ -	\$ -	\$ 25,362.00	
Direct Support/Indirect Cost (7300-7399)	\$ (1,341,962.00)	\$ -	\$ -	\$ (1,341,962.00)	
Other Adjustments					
<b>TOTAL EXPENDITURES</b>	<b>\$ 79,115,235.00</b>	<b>\$ 832,610.00</b>	<b>\$ 111,904.00</b>	<b>\$ 80,059,749.00</b>	
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 17,357,036.00</b>	<b>\$ (832,610.00)</b>	<b>\$ (111,904.00)</b>	<b>\$ 16,412,522.00</b>	
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 2,500,000.00	\$ -	\$ -	\$ 2,500,000.00	
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 1,500,000.00			\$ 1,500,000.00	
CONTRIBUTIONS (8980-8999)	\$ (23,801,009.00)	\$ (167,886.00)	\$ (15,267.00)	\$ (23,984,162.00)	
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (5,443,973.00)</b>	<b>\$ (1,000,496.00)</b>	<b>\$ (127,171.00)</b>	<b>\$ (6,571,640.00)</b>	
<b>BEGINNING BALANCE</b>					
Prior-Year Adjustments/Restatements (9793/9795)	\$ 1,225,000.00			\$ 1,225,000.00	
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 25,142,807.00</b>	<b>\$ (1,000,496.00)</b>	<b>\$ (127,171.00)</b>	<b>\$ 24,015,140.00</b>	
<b>COMPONENTS OF ENDING BALANCE:</b>					
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ -	\$ -	\$ 68,878.00	
Restricted Amounts (9740)	\$ -	\$ -	\$ -	\$ -	
Reserves for Economic Uncertainties (9789)	\$ 4,166,208.00	\$ 30,015.00	\$ 3,816.00	\$ 4,200,039.00	
Committed Amounts (9750-9760)	\$ 13,816,591.00	\$ 3,768,626.00		\$ 17,585,217.00	
Assigned Amounts (9780)	\$ -	\$ -	\$ -	\$ -	
Unassigned Amount (9790)	\$ 7,091,130.00	\$ (4,799,137.00)	\$ (130,987.00)	\$ 2,161,006.00	

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Santa Cruz City Schools**

**Restricted General Fund**

Bargaining Unit:

**Santa Cruz Council of Classified Employees**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Classified AMA	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 20,535,021.00	\$ -		\$ 20,535,021.00
<b>TOTAL REVENUES</b>	<b>\$ 20,535,021.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 20,535,021.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 10,986,269.00	\$ -	\$ -	\$ 10,986,269.00
Classified Salaries (2000-2999)	\$ 6,077,576.00	\$ 133,076.00	\$ 11,332.00	\$ 6,221,984.00
Employee Benefits (3000-3999)	\$ 11,223,262.00	\$ 34,810.00	\$ 3,935.00	\$ 11,262,007.00
Books and Supplies (4000-4999)	\$ 17,854,373.00	\$ -	\$ -	\$ 17,854,373.00
Services, Other Operating Expenses (5000-5999)	\$ 9,808,241.00	\$ -	\$ -	\$ 9,808,241.00
Capital Outlay (6000-6599)	\$ 828,431.00	\$ -	\$ -	\$ 828,431.00
Other Outgo (7100-7299) (7400-7499)	\$ 138,267.00	\$ -	\$ -	\$ 138,267.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,341,962.00	\$ -	\$ -	\$ 1,341,962.00
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 58,258,381.00</b>	<b>\$ 167,886.00</b>	<b>\$ 15,267.00</b>	<b>\$ 58,441,534.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (37,723,360.00)</b>	<b>\$ (167,886.00)</b>	<b>\$ (15,267.00)</b>	<b>\$ (37,906,513.00)</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 23,801,009.00	\$ 167,886.00	\$ 15,267.00	\$ 23,984,162.00
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (13,922,351.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (13,922,351.00)</b>
<b>BEGINNING BALANCE</b>	<b>\$ 14,226,431.00</b>			<b>\$ 14,226,431.00</b>
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 304,080.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 304,080.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)	\$ -	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -	\$ 304,080.00
Committed Amounts (9750-9760)	\$ -	\$ -	\$ -	\$ -
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount (9790)				

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Santa Cruz City Schools		Combined General Fund		
Bargaining Unit:		Santa Cruz Council of Classified Employees		
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Meet and Conf Groups	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ -	\$ -	\$ 86,036,694.00
Remaining Revenues (8100-8799)	\$ 30,970,598.00	\$ -	\$ -	\$ 30,970,598.00
<b>TOTAL REVENUES</b>	<b>\$ 117,007,292.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 117,007,292.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 44,802,532.00	\$ -	\$ -	\$ 44,802,532.00
Classified Salaries (2000-2999)	\$ 17,652,892.00	\$ 784,286.00	\$ 90,748.00	\$ 18,527,926.00
Employee Benefits (3000-3999)	\$ 30,502,124.00	\$ 216,210.000	\$ 36,423.000	\$ 30,754,757.00
Books and Supplies (4000-4999)	\$ 23,572,362.00	\$ -	\$ -	\$ 23,572,362.00
Services, Other Operating Expenses (5000-5999)	\$ 19,359,461.00	\$ -	\$ -	\$ 19,359,461.00
Capital Outlay (6000-6599)	\$ 1,320,616.00	\$ -	\$ -	\$ 1,320,616.00
Other Outgo (7100-7299) (7400-7499)	\$ 163,629.00	\$ -	\$ -	\$ 163,629.00
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 137,373,616.00</b>	<b>\$ 1,000,496.00</b>	<b>\$ 127,171.00</b>	<b>\$ 138,501,283.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (20,366,324.00)</b>	<b>\$ (1,000,496.00)</b>	<b>\$ (127,171.00)</b>	<b>\$ (21,493,991.00)</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 2,500,000.00	\$ -	\$ -	\$ 2,500,000.00
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 1,500,000.00	\$ -	\$ -	\$ 1,500,000.00
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (19,366,324.00)</b>	<b>\$ (1,000,496.00)</b>	<b>\$ (127,171.00)</b>	<b>\$ (20,493,991.00)</b>
<b>BEGINNING BALANCE</b>				
Prior-Year Adjustments/Restatements (9793/9795)	\$ 1,225,000.00			\$ 1,225,000.00
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 25,446,887.00</b>	<b>\$ (1,000,496.00)</b>	<b>\$ (127,171.00)</b>	<b>\$ 24,319,220.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ -	\$ -	\$ 68,878.00
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -	\$ 304,080.00
Reserves for Economic Uncertainties (9789)	\$ 4,166,208.00	\$ 30,015.00	\$ 3,816.00	\$ 4,200,039.00
Committed Amounts (9750-9760)	\$ 13,816,591.00	\$ 3,768,626.00	\$ -	\$ 17,585,217.00
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unassigned Amount (9790)	\$ 7,091,130.00	\$ (4,799,137.00)	\$ (130,987.00)	\$ 2,161,006.00
Unassigned Amount - Restricted (9790)				
Reserve for Economic Uncertainties Percentage	8%			5%

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

<b>Cafeteria-Fund 13 and Building-Fund 21</b>				
<b>Santa Cruz Council of Classified Employees</b>				
	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (December 13, 2023)	Adjustments as a Result of Settlement	Other Revisions for Class AMA	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula (8010-8099)	\$ -			\$ -
Remaining Revenues (8100-8799)	\$ 4,872,853.00			\$ 4,872,853.00
<b>TOTAL REVENUES</b>	<b>\$ 4,872,853.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,872,853.00</b>
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ -			\$ -
Classified Salaries (2000-2999)	\$ 1,743,562.00	\$ 61,441.00	\$ 27,329.00	\$ 1,832,332.00
Employee Benefits (3000-3999)	\$ 1,122,793.00	\$ 19,375.00	\$ 9,469.00	\$ 1,151,637.00
Books and Supplies (4000-4999)	\$ 2,054,265.00	\$ (71,517.00)	\$ (10,751.00)	\$ 1,971,997.00
Services, Other Operating Expenses (5000-5999)	\$ 650,827.00			\$ 650,827.00
Capital Outlay (6000-6599)	\$ 29,701,548.00	\$ (9,299.00)	\$ (26,047.00)	\$ 29,666,202.00
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)				\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	<b>\$ 35,272,995.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 35,272,995.00</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (30,400,142.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (30,400,142.00)</b>
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (30,400,142.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (30,400,142.00)</b>
<b>BEGINNING BALANCE</b>	<b>\$ 54,984,410.00</b>			<b>\$ 54,984,410.00</b>
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>\$ 24,584,268.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 24,584,268.00</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Amounts (9711-9739)				\$ -
Restricted Amounts (9740)	\$ 24,587,366.00			\$ 24,587,366.00
Reserves for Economic Uncertainties (9789)				\$ -
Committed Amounts (9750-9760)				\$ -
Assigned Amounts (9775-9780)				\$ -
Unassigned Amount (9790)	\$ (3,098.00)	\$ -	\$ -	\$ (3,098.00)
Unassigned Amount - Restricted (9790)				\$ -
Reserve for Economic Uncertainties Percentage				

\* Please see question on page 7.



**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Unrestricted General Fund**

**Santa Cruz Council of Classified Employees**

	2023-24	2024-25	2025-26
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ 87,959,143.00	\$ 88,814,668.00
Remaining Revenues (8100-8799)	\$ 10,435,577.00	\$ 10,447,276.00	\$ 10,424,488.00
<b>TOTAL REVENUES</b>	\$ 96,472,271.00	\$ 98,406,419.00	\$ 99,239,156.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 33,816,263.00	\$ 34,233,622.00	\$ 34,737,648.00
Classified Salaries (2000-2999)	\$ 12,305,942.00	\$ 12,532,137.00	\$ 12,762,856.00
Employee Benefits (3000-3999)	\$ 19,492,750.00	\$ 20,831,501.00	\$ 21,784,499.00
Books and Supplies (4000-4999)	\$ 5,717,989.00	\$ 4,420,270.00	\$ 4,445,270.00
Services, Other Operating Expenses (5000-5999)	\$ 9,551,220.00	\$ 8,739,746.00	\$ 8,936,496.00
Capital Outlay (6000-6999)	\$ 492,185.00	\$ 492,185.00	\$ 492,185.00
Other Outgo (7100-7299) (7400-7499)	\$ 25,362.00	\$ 25,362.00	\$ 25,362.00
Direct Support/Indirect Cost (7300-7399)	\$ (1,341,962.00)	\$ (1,242,670.00)	\$ (1,274,358.00)
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 80,059,749.00	\$ 80,032,153.00	\$ 81,909,958.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 16,412,522.00	\$ 18,374,266.00	\$ 17,329,198.00
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ 2,500,000.00	\$ 2,500,000.00	\$ 2,500,000.00
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 1,500,000.00	\$ 1,000,000.00	\$ -
<b>CONTRIBUTIONS (8980-8999)</b>	\$ (23,984,162.00)	\$ (24,720,384.00)	\$ (25,743,655.00)
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (6,571,640.00)	\$ (4,846,118.00)	\$ (5,914,457.00)
<b>BEGINNING BALANCE</b>	\$ 30,586,780.00	\$ 24,015,140.00	\$ 19,169,022.00
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 24,015,140.00	\$ 19,169,022.00	\$ 13,254,565.00
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ 68,878.00	\$ 68,878.00
Restricted Amounts (9740)	\$ -	\$ -	\$ -
Reserves for Economic Uncertainties (9789)	\$ 4,200,039.00	\$ 3,572,803.00	\$ 3,620,713.00
Committed Amounts (9750-9760)	\$ 17,585,217.00	\$ 15,106,792.00	\$ 9,192,335.00
Assigned Amounts (9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)	\$ 2,161,006.00	\$ 420,549.00	\$ 372,639.00
Unassigned Amount - Restricted (9790)			

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Restricted General Fund**

**Santa Cruz Council of Classified Employees**

	2023-24	2024-25	2025-26
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 20,535,021.00	\$ 13,036,815.00	\$ 13,036,815.00
<b>TOTAL REVENUES</b>	\$ 20,535,021.00	\$ 13,036,815.00	\$ 13,036,815.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 10,986,269.00	\$ 9,140,295.00	\$ 9,274,290.00
Classified Salaries (2000-2999)	\$ 6,221,984.00	\$ 4,894,025.00	\$ 4,987,123.00
Employee Benefits (3000-3999)	\$ 11,262,007.00	\$ 10,409,773.00	\$ 10,719,488.00
Books and Supplies (4000-4999)	\$ 17,854,373.00	\$ 2,104,225.00	\$ 2,254,920.00
Services, Other Operating Expenses (5000-5999)	\$ 9,808,241.00	\$ 9,318,357.00	\$ 9,318,357.00
Capital Outlay (6000-6999)	\$ 828,431.00	\$ 813,667.00	\$ 813,667.00
Other Outgo (7100-7299) (7400-7499)	\$ 138,267.00	\$ 138,267.00	\$ 138,267.00
Direct Support/Indirect Cost (7300-7399)	\$ 1,341,962.00	\$ 1,242,670.00	\$ 1,274,358.00
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 58,441,534.00	\$ 38,061,279.00	\$ 38,780,470.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (37,906,513.00)	\$ (25,024,464.00)	\$ (25,743,655.00)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ -	\$ -	\$ -
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 23,984,162.00	\$ 24,720,384.00	\$ 25,743,655.00
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (13,922,351.00)	\$ (304,080.00)	\$ -
<b>BEGINNING BALANCE</b>	\$ 14,226,431.00	\$ 304,080.00	\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 304,080.00	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ -	\$ -	\$ -
Restricted Amounts (9740)	\$ 304,080.00		
Reserves for Economic Uncertainties (9789)			
Committed Amounts (9750-9760)	\$ -	\$ -	\$ -
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)			
Unassigned Amount - Restricted (9790)			

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Santa Cruz City Schools**

**MYP - Combined General Fund**

**Santa Cruz Council of Classified Employees**

	2023-24	2024-25	2025-26
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula (8010-8099)	\$ 86,036,694.00	\$ 87,959,143.00	\$ 88,814,668.00
Remaining Revenues (8100-8799)	\$ 30,970,598.00	\$ 23,484,091.00	\$ 23,461,303.00
<b>TOTAL REVENUES</b>	\$ 117,007,292.00	\$ 111,443,234.00	\$ 112,275,971.00
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 44,802,532.00	\$ 43,373,917.00	\$ 44,011,938.00
Classified Salaries (2000-2999)	\$ 18,527,926.00	\$ 17,426,162.00	\$ 17,749,979.00
Employee Benefits (3000-3999)	\$ 30,754,757.00	\$ 31,241,274.00	\$ 32,503,987.00
Books and Supplies (4000-4999)	\$ 23,572,362.00	\$ 6,524,495.00	\$ 6,700,190.00
Services, Other Operating Expenses (5000-5999)	\$ 19,359,461.00	\$ 18,058,103.00	\$ 18,254,853.00
Capital Outlay (6000-6999)	\$ 1,320,616.00	\$ 1,305,852.00	\$ 1,305,852.00
Other Outgo (7100-7299) (7400-7499)	\$ 163,629.00	\$ 163,629.00	\$ 163,629.00
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 138,501,283.00	\$ 118,093,432.00	\$ 120,690,428.00
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (21,493,991.00)	\$ (6,650,198.00)	\$ (8,414,457.00)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ 2,500,000.00	\$ 2,500,000.00	\$ 2,500,000.00
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 1,500,000.00	\$ 1,000,000.00	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (20,493,991.00)	\$ (5,150,198.00)	\$ (5,914,457.00)
<b>BEGINNING BALANCE</b>	\$ 43,588,211.00	\$ 24,319,220.00	\$ 19,169,022.00
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 24,319,220.00	\$ 19,169,022.00	\$ 13,254,565.00
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Amounts (9711-9739)	\$ 68,878.00	\$ 68,878	\$ 68,878
Restricted Amounts (9740)	\$ 304,080.00	\$ -	\$ -
Reserves for Economic Uncertainties (9789)	\$ 4,200,039.00	\$ 3,572,803	\$ 3,620,713
Committed Amounts (9750-9760)	\$ 17,585,217.00	\$ 15,106,792	\$ 9,192,335
Assigned Amounts (9775-9780)	\$ -	\$ -	\$ -
Unassigned Amount Unrestricted (9790)	\$ 2,161,006.00	\$ 420,549	\$ 372,639
Unassigned Amount - Restricted (9790)			

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		2023-24	2024-25	2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 140,001,283.00	\$ 119,093,432.00	\$ 120,690,428.00
b.	State Standard Minimum Reserve Percentage for this District:	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$71,000.)	\$ 4,200,038	\$ 3,572,803	\$ 3,620,713

2. Budgeted **Unrestricted** Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted <b>Unrestricted</b> Reserve for Economic Uncertainties (9789)	\$ 4,200,039.00	\$ 3,572,803.00	\$ 3,620,713.00
b.	General Fund Budgeted <b>Unrestricted</b> Unassigned Amount (9790)	\$ 2,161,006.00	\$ 420,549.00	\$ 372,639.00
c.	Special Reserve Fund (Fund 17) Budgeted Reserves for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned Amount (9790)	\$ -	\$ -	\$ -
g.	Total Available Reserves	\$ 6,361,045.00	\$ 3,993,352.00	\$ 3,993,352.00
h.	Reserve for Economic Uncertainties Percentage	4.54%	3.35%	3.31%

3. Do unrestricted reserves meet the state minimum reserve amount?

2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2025-26	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If not, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

The difference of \$248,702 is \$167,886 for the contribution to the Restricted General Fund and \$80,816 is under Fund 13 & 21.

6. Please include any additional comments and explanations of Page 4 as necessary or any other information that you want to provide to assist us in our analysis.



**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT**

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Santa Cruz City Schools (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Santa Cruz Council of Classified Employees Bargaining Unit, during the term of the agreement from July 1, 2023 to June 30, 2027.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<b>Budget Adjustment Increase (Decrease)</b>
<u>Unrestricted Revenues/Other Financing Sources</u>	\$ (167,886.00)
<u>Unrestricted Expenditures/Other Financing Uses</u>	\$ 832,610.00
<u>Unrestricted Ending Balance Increase (Decrease)</u>	<u>\$ (1,000,496.00)</u>
<u>Restricted Revenues/Other Financing Sources</u>	\$ 167,886.00
<u>Restricted Expenditures/Other Financing Uses</u>	\$ 167,886.00
<u>Restricted Ending Balance Increase (Decrease)</u>	<u>\$ -</u>

N/A \_\_\_\_ (No budget revisions necessary)

\_\_\_\_\_  
**Kris Munro, District Superintendent**  
 (Signature)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Jim Monreal, Asst. Supt. of Business Services**  
 (Signature)

\_\_\_\_\_  
**Date**

**M. CERTIFICATION NO. 2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

Jim Monreal, Assistant Superintendent of Business Services  
**Contact Person**

(831) 429-3410 x48224  
**Phone**

**After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 17, 2024, took action to approve the proposed Agreement with the Santa Cruz Council of Classified Employees Bargaining Unit.**

\_\_\_\_\_  
**President (or Clerk), Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

**Special Note:** The Santa Cruz County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



## SANTA CRUZ CITY SCHOOLS DISTRICT

**AGENDA ITEM:** Tentative Agreement between the Greater Santa Cruz Federation of Teachers K-12 and Santa Cruz City Schools

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent, Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the Tentative Agreement between the Greater Santa Cruz Federation of Teachers and Santa Cruz City Schools for 2023-2024.

**BACKGROUND:**

A Tentative Agreement was reached on December 18, 2023, between Santa Cruz City Schools and the Greater Santa Cruz Federation of Teachers. The proposed agreement for 2023-2024 will provide a 5.25% increase on the certificated salary schedule and be retroactive to July 1, 2023. The retroactive payment will only be paid to active employees as of January 1, 2024. Furthermore, modifications were made to the language in Article VII, XV, and Article XVIII.

**FISCAL IMPACT:**

\$2,316,918

Funding Source: LCFF Base (Unrestricted), LCFF Supplemental (Restricted), Federal Categorical Programs (Restricted), State and Local Funds (Restricted and Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

Tentative Agreement between SCCS and GSCFT  
12/18/23

Mally Packer  
12/18/23  
Mark  
12/18/23  
R. M. Muro  
12/18/23

### Hours of Employment VII:

A. All elementary classroom teachers, 1st-3rd grade, will be provided with 40- 50 minutes of prep time per week. 4th and 5th grade classroom teachers will have an additional 40-50 minutes of prep time per week. TK and Kinder classroom teachers will have 30 minutes of prep time per week. This additional prep time will be provided by the library media teacher. Classroom teachers will return to the library to pick up their class at the end of this time. **Any missed library prep periods due to holidays or shortened school days will not be made up.**

M. High School Activity Directors will be given two additional days prior to the start of the school year and one additional day at the end of the school year to perform required duties.

### Leaves of Absence XV:

#### A. Sick Leave

4. Employees are expected to enter their absences on the ~~AESOP~~ **absence management system internet** portal when they are ill, as soon as possible on the first day of illness **even if they do not require a substitute**. Prior approval of medical appointments is required unless the medical appointment relates to an immediate illness.

A unit member may take ~~five (5)~~ **four (4)** consecutive days of Sick Leave without providing a healthcare provider's written verification (physician, surgeon, dentist, psychologist, nurse practitioner, optometrist, chiropractor, social worker). On the ~~sixth (6th)~~ **fifth (5)** day of consecutive sick leave, **the district or** an administrator may require a healthcare provider's written verification.

## B Personal Necessity Provision of Sick Leave

Personal Necessity Leave is for instances of personal need, not for recreational purposes, vacation, travel, or that which is related to activity for which the teacher may receive additional remuneration.

The District may request the reason for Personal Necessity Leave days if there is reasonable doubt regarding this use.

1. Personal necessity leave may be used by unit members for family, personal or religious obligations. A certificated unit member may use no more than seven (7) days of accumulated sick leave for the purpose of personal necessity leave and no more than four(4) days to be used consecutively. If more than four(4) consecutive days are necessary or if the employee takes four consecutive days adjacent to a three day weekend, the employee must request and obtain permission from their supervisor in advance. If an employee request to take more than four (4) consecutive days of personal necessity leave, the supervisor may require additional documentation.
2. When a unit member takes Personal Necessity Leave, the hours used are subtracted from their sick leave balance. Personal Necessity limits remain constant from year to year. There is no accrual or carry over of this type of leave.
3. All personal necessity leaves must be entered into the absence management system. The employee will make every effort to arrange for a substitute in advance through the absence management system to give the District as much advance notice as possible. Unanticipated events or circumstances are handled like emergency illness.

4 Circumstances that fall under personal necessity include but are not limited to:

- Serious illness of a member of their immediate family.

- Accident involving his/her person or property of a member of their immediate family.
- Attending events of personal significance (e.g. graduation, funeral of friend).
- Stranded by natural disaster (e.g., fire, flood).

### C. Annual Leave

d. This leave is granted upon request of the employee provided sufficient substitute coverage is available and approved by the supervisor through the absence management system. This leave should not be used to add to a vacation or long weekend.

### D. Documentation for ~~6~~ 5 or more Consecutive Days of Leave

In the case that a unit member uses any of the aforementioned leaves: sick leave, personal necessity leave or annual leave ~~six (6)~~ five (5) or more consecutive days, the unit member shall inform their administrator of their planned use of the days in writing. The administrator may require documentation related to the use of the additional days such as healthcare provider verification, or verification of legal proceedings, accidents or other unanticipated emergencies.

### E. Bereavement Leave

A regular employee who is absent on account of death of an immediate member of the family (mother, mother-in-law, father, father-in-law, husband, wife, domestic partner, son, daughter, sister, brother, grandparent, grandchild, or any relative living in the immediate family of the employee) is entitled to three (3) days of leave, or five (5) days if out-of-state travel is required, without loss of pay for each such bereavement. For in-state bereavement leave, annual leave can be added to extend a leave for no more than a total of five (5) days. Extenuating circumstances, such as very close friends, or significant others may be approved by the District.

Additional time without pay may be granted by the Board of Education upon the recommendation of the Superintendent or designee and in consultation with the Federation President.

### I. Leave of Absence Without Pay

1. An employee may request a personal leave of absence without pay. Leave for up to thirty (30) days without pay may be approved by the Superintendent. Leaves for more than thirty (30) days and up to one year without pay may be granted by the Board of Education. The board shall consider leaves for:

- family medical care

- ~~• professional growth aligned with District goals to support improved classroom practice.~~

- ~~o A professional growth plan must be submitted and approved by the Assistant Superintendent of Human Resources before Board approval. Unit members may request professional growth plan form from Human Resources.~~

Replace: Child Rearing

#### a. Pregnancy Disability Leave

2. The period of disability shall be determined and verified in writing by the employee's health care provider. Certification may be provided by using the California ~~Department of Fair Employment and Housing (DFEH)~~ Certification of Health Care Provider for Pregnancy Disability Leave form.

3. A health care provider is a licensed medical or osteopathic doctor, physician, **midwife** or surgeon who directly treats or supervises the treatment of the employee's pregnancy, miscarriage, childbirth, and recovery therefrom.

C. need to add: The employee may use any remaining differential pay during this leave, pursuant to Education Code Section 44977.5. The employee must exhaust available sick leave before using differential pay. (This is also listed under d. Parental leave)

#### M. Leave Due to Election to Public Office

Any permanent employee elected to the State Legislature, County Board of Supervisors, City Council, or to a full-time paid, elected position, such as County Treasurer, shall be granted a leave of absence for the elected term of office. Within six (6) months ~~after~~ **before** expiration of the term of office, the employee shall notify the District of ~~his/her~~ **their** intent to return. **If the employee does not respond to it in that time frame, the district will assume that employee is resigning and will terminate their employment.**

#### ***Reduced Workload Program XVIII:***

The option of part-time employment must be exercised at the request of the employee and can only be revoked with the mutual consent of the employer and the employee. Unit members selected for participation in the RWP shall resign the portion of his/her full-time employment that they relinquish in order to participate in the RWP. **In addition, the unit member shall retire from the District at the conclusion of his/her participation in the program.**

7. Employees cannot participate for more than five (5) years and may not participate in the RWP after age sixty-five (65). RWP benefited employees participating in the program who reach age sixty-five (65) during the school year may continue through that school year. RWP benefits terminate after five (5) years; ~~however an employee may continue to work at his/her current FTE upon completion of the program.~~ Resignation may occur before the end of the five (5) year period. Part-time employment plans of less than five (5) years terminated by resignation may be designed by mutual agreement.

**Salary:**

For the 2023-24 school year, 5.25% will be added to the salary schedule and be retroactive to July 1, 2023. The retroactive payment will only be paid to active employees as of January 1, 2024.

**Duration:**

The duration of this agreement shall be from July 1, 2023-June 30, 2026

For the 2023-2026 school year, ....

## SANTA CRUZ CITY SCHOOLS DISTRICT

**AGENDA ITEM:** Tentative Agreement between Santa Cruz City Schools and the Santa Cruz Council of Classified Employees

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent, Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the Tentative Agreement between the Santa Cruz Council of Classified Employees and Santa Cruz City Schools for 2023-2024.

**BACKGROUND:**

A Tentative Agreement was reached on December 19, 2023 between Santa Cruz City Schools and the Santa Cruz Council of Classified Employees. The proposed agreement for 2023-2024 will provide a 5.25% increase on the classified salary schedule and be retroactive to July 1, 2023. The retroactive payment will only be paid to active employees as of January 10, 2024. Furthermore, language was negotiated for Article 1 Duration.

**FISCAL IMPACT:**

\$1,081,314

Funding Source: LCFF Base (Unrestricted), LCFF Supplemental (Restricted), Federal Categorical Programs (Restricted), State and Local Funds (Restricted and Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.



Tentative Agreement between SCCS and SCCCE  
December 19, 2023

  
12/19/23

Article I Agreement:

Duration:

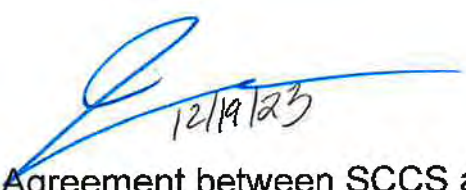
  
2/19/23  
  
12/19/23

The duration of this agreement shall be from July 1, 2024-June 30, 2027  
Both parties will be allowed to sunshine up to 4 articles in addition to  
Wages and Benefits for the following negotiating year.

Article IX: Wages

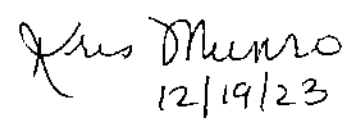
For the 2023-24 school year, 5.25% will be added to the salary schedule  
and be retroactive to July 1, 2023. The retroactive payment will only be  
paid to active employees as of January 10, 2024.

We agree to continue to negotiate benefits for the 2024-25 school year.

  
12/19/23

  
12/19/23

Side Letter Agreement between SCCS and SCCCE for the 2023-24 school  
year  
12-19-23

  
12/19/23

Maintenance and Operations employees who volunteer to be on the after hours On Call List will be compensated at time and a half and be allowed to accumulate 4 days of comp time prior to pay out with prior admin approval. Compensation time earned and not used as of 6/30/24 will be paid out on the 7/10/24 payroll.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Second Quarter Williams Report

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the Williams Complaint 2<sup>nd</sup> Quarter Report for 2023-24.

**BACKGROUND:**

According to Education Code and the District’s Administrative Regulation on the Williams Uniform Complaint Policy, school districts must submit quarterly reports to the County Office of Education of all complaints filed in the areas of insufficient instructional materials, teacher vacancy or misassignment, and inadequate facilities.

Upon contacting each school site, it has been verified that there have been no complaints for the second quarter of the school year, which ended December 31, 2023. The accompanying report has been created to show that the district did not receive any complaints this quarter.

**FISCAL IMPACT:**

None

This work is done in support of the following district goals and their corresponding metrics:

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS  
TO THE COUNTY SUPERINTENDENT OF SCHOOLS  
QUARTER END DECEMBER 31, 2023**

**DISTRICT:** Santa Cruz City Schools

**Date Reported to District Governing Board:** January 17, 2024

**I. INSTRUCTIONAL MATERIALS**

**A) Insufficient textbooks or instructional materials in classroom:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**B) Insufficient textbooks or instructional materials to take home:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**C) Textbooks or instructional materials in poor or unusable condition:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**II. TEACHER VACANCY OR MISASSIGNMENT**

**A) No assigned certified teacher at beginning of semester:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**B) Teacher lacking credentials or training to teach English Language Learners (ELL) with  
More than 20% ELL in class:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**C) Teacher instructing class lacking subject matter competency:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
----------------------	-------------------------------	----------------------------------

\*Explanation: \_\_\_\_\_

**III. FACILITIES**

**A) Conditions posing an emergency or urgent threat to the health or safety of students/staff:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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\*Explanation: \_\_\_\_\_

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** School Accountability Report Cards

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

### **RECOMMENDATION:**

Approve the annual School Accountability Report Cards (SARCs) for 2022-2023 (published in the 2023-2024 school year).

### **BACKGROUND:**

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act. The purpose of the report card is to provide parents and the community with important information about each public school, and to show that each school is in compliance with state standards. A School Accountability Report Card can be an effective way for a school to report on its progress in achieving goals. The public may also use a School Accountability Report Card to evaluate and compare schools on a variety of indicators.

School Accountability Report Cards begin with a profile that provides background information about the school and its students. The profile summarizes the school's mission, goals, and accomplishments. State law requires that the School Accountability Report Card contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Facility conditions and planned improvements
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Professional development information

### **SARC Data**

The California Department of Education provides most of the data for the SARC and although most of the data is provided, some data will be delayed until after the February 1st posting deadline. Districts are advised to post their Board-approved 2022-2023 School Accountability Report Cards by the February 1st due date without completed data tables. Once completed, a second Board

**AGENDA ITEM: 8.3.1.2**

review/approval is not required. Updated versions will be made available when all data is released by the California Department of Education.

Data tables without complete data include:

- 2022-2023 Elementary Average Class Size and Class Size Distribution
- Fiscal Year 2021-2022 Teacher and Administrative Salaries
- 2022-2023 Advanced Placement (AP) data

**FISCAL IMPACT:**

\$19, 691 Annual Document Tracker SARC Template Subscription and Translation LCFF Base (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

# Alternative Family Education/Branciforte Small Schools Campus

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Alternative Family Education/Branciforte Small Schools Campus
<b>Street</b>	840 North Branciforte Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 429-3898
<b>Principal</b>	Michelle McKinney
<b>Email Address</b>	michellemckinney@sccs.net
<b>School Website</b>	<a href="https://www.bssc.sccs.net/afe">https://www.bssc.sccs.net/afe</a>
<b>County-District-School (CDS) Code</b>	44698234430195

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	<a href="http://www.sccs.net">www.sccs.net</a>

## 2023-24 School Description and Mission Statement

Alternative Family Education (AFE) is a homeschool for 130 students in kindergarten through twelfth grade. This school is for families who prefer an individualized, home, and community based approach to their children's education combined with the support of school district resources. AFE students meet regularly with consultant teachers, who help outline educational goals and objectives. In 23-24, the AFE consultant teachers are offering weekly enrichment academic classes in either In-person or Distance Learning formats, per student interest and credit earning needs (high school). Following State and Local guidance students can also participate in middle and high school sports (volleyball, basketball, and soccer), theater productions, and field trips, including an annual trip to the Shakespeare Festival in Oregon. With the onset of the pandemic and Distance Learning in the District, our homeschooling program grew by 150% in 20-21. Many District families returned to the comprehensive schools once they opened for In-person instruction, and many are finding home-based instruction to be more advantageous for their students.

AFE is located on the vibrant Branciforte Small Schools Campus (BSSC). Other schools sharing the campus are Ark Independent Studies High School, Costanoa High School, and Monarch Community Elementary School. The school district is in phase two of a Bond project, and AFE's new facilities became available for moving in the early part of the 21-22 academic year. Landscaping and furnishing are yet to be completed as of this writing. We are able to provide safe learning spaces for our students as we have returned to a mix of In-person and Distance Learning instruction.

Alternative Family Education's Vision and Mission Statements:

Inspired Purpose:

AFE supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving, and community involvement.

Vision:

AFE cultivates...

the ability to use our minds well.

the tools to choose our paths.

the ability to act upon our passions.

the desire to contribute to the local community and the world.

the vision and heart to see and feel things from other perspectives. the ability to express our own voices.



## 2023-24 School Description and Mission Statement

the habit of self-reflection.  
a sense of well-being.

### Leadership

Michelle McKinney is the principal of the school. She has been a parent at AFE in the past.

Our Parent Club and Site Council continue to play key roles in shaping our students' educational experience.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	6
Grade 2	6
Grade 3	9
Grade 4	3
Grade 5	8
Grade 6	7
Grade 7	8
Grade 8	15
Grade 9	7
Grade 10	11
Grade 11	11
Grade 12	13
<b>Total Enrollment</b>	<b>108</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.7%
Male	59.3%
American Indian or Alaska Native	1.9%
Asian	3.7%
Black or African American	7.4%
Hispanic or Latino	25.9%
Two or More Races	3.7%
White	51.9%
English Learners	4.6%
Socioeconomically Disadvantaged	27.8%
Students with Disabilities	19.4%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.90	100.00	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.01	12115.80	4.41
<b>Unknown</b>	0.00	0.00	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	7.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.20	100.00	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	5.20	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002	Yes	0%
	Practicing the Writing Process - Education Design Adopted 2001		
	Reading & Language Arts - McDougal Littell Adopted 2001		
	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001		
<b>Mathematics</b>	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008	Yes	0%
	Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008		
	Mathematics - Harcourt Adopted 2001		
<b>Science</b>	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007	Yes	0%
	Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007		
	California Science - Macmillan McGraw Hill Adopted 2007		
<b>History-Social Science</b>	History Alive! series - TCI Adopted 2006	Yes	0%
	History & Social Science - Pearson Scott Foresman Adopted 2006		
	Government in America - Longman Adopted 2004		
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0

## School Facility Conditions and Planned Improvements

The school district is in phase two of a Bond project, and AFE's facilities are slated for demolition and reconstruction to meet building codes. This process has been delayed due to several factors including the pandemic. Therefore, AFE staff are mostly working from home or temporary spaces in the main campus site. We look forward to being able to provide safe learning spaces for our students upon our return to in-person instruction. Two of the four refurbished portable buildings have been demolished; the other two remain unoccupied on the site.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	60	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	29	40	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	65	20	30.77	69.23	60.00
<b>Female</b>	28	10	35.71	64.29	--
<b>Male</b>	37	10	27.03	72.97	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	4	21.05	78.95	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	12	37.50	62.50	58.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	5	25.00	75.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	2	15.38	84.62	--



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	65	20	30.77	69.23	40.00
<b>Female</b>	28	10	35.71	64.29	--
<b>Male</b>	37	10	27.03	72.97	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	4	21.05	78.95	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	12	37.50	62.50	41.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	5	25.00	75.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	2	15.38	84.62	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	41	10	24.39	75.61	--
<b>Female</b>	16	5	31.25	68.75	--
<b>Male</b>	25	5	20.00	80.00	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	15	2	13.33	86.67	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	5	25.00	75.00	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	2	18.18	81.82	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	2	16.67	83.33	--

## 2022-23 Career Technical Education Programs

These courses are not offered through AFE but are available through our district to all High School students. These are CTE courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students in our district.

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	58%	58%	58%	58%	58%
Grade 7	60%	60%	60%	60%	60%
Grade 9	40%	40%	40%	40%	40%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

The two parent groups are the Site Council and the Parent Club. Many parents participate in field trips and share their academic expertise through enrichment classes, tutorial groups, and playgroups for the younger children. The Parent Club participates in fundraising to support the enrichment classes and field trips. AFE parents and students serve on the BSSC Site Council and the Site Bond Committee. To become more involved, please call or visit the school office - (831) 429-3898.

Each spring parents complete a lengthy survey which informs programming and Site Plan goals for the following year. Throughout the year parents are invited to participate in parent-led classes in conjunction with certificated staff. Parents provide support at sporting and school wide social events. Parents serve on subcommittees such as campus beautification and community building.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.1	--	7.1	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	81.8	--	92.9	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	14	13	92.9
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	130	128	8	6.3
Female	56	54	2	3.7
Male	74	74	6	8.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	4	4	0	0.0
Black or African American	8	8	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	33	33	4	12.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	70	68	3	4.4
English Learners	5	5	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	41	41	5	12.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	29	4	13.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.77	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0
Female	0	0
Male	1.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.44	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Our current goal is to continue to implement trauma-informed care strategies in the classroom, with a focus on implementation of neuro-sequential model tenets into lessons, 1:1 meetings, and school structure. We will also continue to learn about restorative justice practices around students in marginalized groups and who have/are experiencing trauma. We will continue to explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neuro-sequential model in lesson design in various professional development sessions.

The second goal in our current plan is to develop a comprehensive plan to deal with issues of mental health impacting our school site. We will undertake a number of actions to meet this goal. Staff will attend an all-day conference with mental health professionals and other educators that addresses youth mental health; staff continues to work towards greater access to mental health counseling services; and staff is implementing Restorative Justice harm circles.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	16	6	3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	1		
Other	8	7		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	1	0	0
5	2	1	0	0
6	0	0	0	0
Other	10	4	0	0



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	540

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,627	\$2,300	\$13,327	\$99,138
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	44.7	-1.0
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	67.6	-9.1

## Fiscal Year 2022-23 Types of Services Funded

In 2023-24, LCFF funds were used to purchase materials and supplies related to Site Plan goals, mostly in service of expanding and updating materials in the Resource Center. Our generous community supports a parcel tax that partially funds our drama staff, resource center staff person, and pays for Alternative Sports League Fees. LCFF Supplemental funds were used to register the staff for a Social Emotional Learning online conference, and for a consultant to assist staff in developing a school wide Math Instruction and Intervention program.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional Development planned and in process in 2023-24 focuses on the following three goals, in alignment with District MTSS Strategic Foci:

1. Academic Literacy - All students will make academic literacy growth. Improve student writing in grades 4-12 with vertical alignment and standardizing scoring practices.

PD activities:

- Professional Development in the Science of Reading for staff and parents.
- Focus High impact instructional practices: Goal setting/Student Self-Assessment & Teacher Clarity
- In PLC meetings, staff will continue to cull outdated curriculum and familiarize themselves with the new Social Studies adopted curriculum.

2. All students who are taking math will make mathematics growth. Improve student achievement through developing a unified understanding of program expectations and practices, with a particular focus on Common Core math instruction in grades 6-12.

PD Activities:

- With the support of a consultant the staff will learn about available online resources by building a resource list of math supports for high school students.
- Provide professional development for staff parents about the importance of daily math practice.
- Focus High impact instructional practices: Goal setting/Student Self-Assessment & Teacher Clarity

3. All students will feel connected to their school. Continue to build self regulation skills and improved school climate. New target - 98% of Students and families surveyed will demonstrate positive school climate.

PD Activities:

- Develop parent education and student and parent community building opportunities through campus beautification activities. Provide professional development for new and continuing staff in Trauma-Informed and restorative justice practices.
- Training for staff about how to have anti-racist conversations and actions regarding students and families of marginalized groups. We will begin by learning to conduct empathy interviews and surveys for parents and students, focusing on the input of families from marginalized groups to help guide policy and programmatic decisions.
- Access to social/emotional counseling for K-12 grade students.

## Professional Development

Professional development happens primarily at weekly staff meetings August to June.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	13	13

# Ark Independent Studies

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Ark Independent Studies
<b>Street</b>	840 North Branciforte Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 429-3898 x229
<b>Principal</b>	Clyde Curley
<b>Email Address</b>	clydecurley@sccs.net
<b>School Website</b>	<a href="https://bssc.sccs.net/ark">https://bssc.sccs.net/ark</a>
<b>County-District-School (CDS) Code</b>	44698234430096

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and coursework is corrected and evaluated. Students complete their coursework during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and mathematics lab three days per week. Several enrichment offerings (guest speakers, field trips, "mini-classes") are made available to all Ark students through the course of the year. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise. In addition, Ark offers a Math Lab with a credentialed teacher of mathematics who meets with students both individually and in small groups, in person or on Zoom.

The Ark's school wide learning outcomes are as follows:

- I. Every student will demonstrate personal responsibility
- II. Every student will be an effective communicator, and
- III. Every student will be able to demonstrate and apply higher order thinking skills

Mission

At the Ark Independent Studies we:

- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility
- Support students to discover and pursue their interests

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	10
Grade 11	15
Grade 12	18
<b>Total Enrollment</b>	<b>47</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	59.6%
Male	40.4%
American Indian or Alaska Native	4.3%
Hispanic or Latino	40.4%
Two or More Races	4.3%
White	51.1%
English Learners	12.8%
Socioeconomically Disadvantaged	46.8%
Students with Disabilities	6.4%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.90	100.00	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.01	12115.80	4.41
<b>Unknown</b>	0.00	0.00	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	1.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.40	17.20	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	82.40	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	2.50	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	2.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>2.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5.2

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
--	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Practicing the Writing Process - Educational Design Adopted 2001	Yes	0%
<b>Mathematics</b>	Integrated Math 1 & 2, Pearson Adopted 2019	Yes	0%
<b>Science</b>	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007  Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007	Yes	0%
<b>History-Social Science</b>	World: History, Culture, & Geography - The Modern World McGraw Hill United States History & Geography - Continuity & Change McGraw Hill Principles of American Democracy McGraw Hill Principles of Economics 3/27/21 McGraw Hill	Yes	0%
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0

## School Facility Conditions and Planned Improvements

The Ark is located in a historic, 105-year-old building on the Branciforte Small Schools Campus. The Ark has one instructional classroom in the building with six Internet-connected computers and an LCD projector. The Math Lab meets in a different classroom three times a week. Ark provides many options for textbooks, which are stored in various locations at Branciforte Small Schools location.

**Year and month of the most recent FIT report**

November 2023

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

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	70	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	35	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	26	20	76.92	23.08	70.00
<b>Female</b>	17	14	82.35	17.65	78.57
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	9	60.00	40.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	8	72.73	27.27	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	26	17	65.38	34.62	35.29
Female	17	12	70.59	29.41	33.33
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
White	15	8	53.33	46.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	6	54.55	45.45	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.25	28.57	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	14	63.64	36.36	28.57
Female	13	10	76.92	23.08	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	8	66.67	33.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	8	66.67	33.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## 2022-23 Career Technical Education Programs

All Ark students have access to Career Technical Education (CTE) classes at high schools throughout the county and through the online format. Historically Ark students fulfill post graduation preparation through work experience, internships and volunteerism.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	33%	33%	33%	33%	33%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

The Ark requires parents to attend a beginning-of-the-year orientation and the student's weekly meeting with their teacher three times during the school year around mid-semester. This ensures that parents understand the program and are aware of their student's progress. The other primary avenue for parental involvement at the Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is Principal Clyde Curley. To become more involved, please call (831) 429-3898 or visit the school office.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	25.8	12.5	6.9	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	74.2	85	93.1	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	29	27	93.1
<b>Female</b>	18	17	94.4
<b>Male</b>	11	10	90.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	14	13	92.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	14	13	92.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	17	89.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	84	75	21	28.0
Female	50	45	11	24.4
Male	34	30	10	33.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	0	0	0.0
Hispanic or Latino	32	28	4	14.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	4	80.0
White	42	39	12	30.8
English Learners	8	7	1	14.3
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	41	36	10	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	8	5	62.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2023-24 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	4	1		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	1		

### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

### 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	4		
Mathematics	2	5		
Science	2	5		
Social Science	2	12		

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	117.5

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,328	\$1,114	\$7,758	\$94,307
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-8.6	-21.7
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	2.0	15.6

## Fiscal Year 2022-23 Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. For the 2022-23 fiscal year, we worked closely with our School Site Council and staff to allocate our LCFF supplemental and Title 1 funds to provide to purchase supplementary instructional materials, to offer guest speakers and real-world learning experiences, and to provide ongoing staff training. The Ark also purchased a license for the MAP online assessment so that student progress could be monitored in various formats. Finally, LCFF and Title 1 funds were used to fund a part-time certificated math teacher for one-to-one and small group instruction.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2022-23 Advanced Placement (AP) Courses

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

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

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

## Professional Development

- In 23-24, professional development focuses on
- developing A-G compliant courses
  - using MAP and local assessments to monitor student progress and to plan instruction
  - staff becoming more familiar with math power standards and how to support students in achieving them

Every year, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual

## Professional Development

compliance conference. Staff reflection and review in weekly PD sessions supported teachers to implement this new instructional method. Since 2016-17, the Ark's professional development has focused on recommendations that were made after our WASC review and the implementation of the Common Core Standards in math and language arts.

Ark staff meet for 60-90 minutes three times per month to review student achievement data, revise curriculum, and set goals for improving student achievement.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8

**Bay View Elementary School**  
**2022-2023 School Accountability Report Card**  
**(Published During the 2023-2024 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

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

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Bay View Elementary School
<b>Street</b>	1231 Bay St.
<b>City, State, Zip</b>	Santa Cruz, CA 95060-4708
<b>Phone Number</b>	(831) 429-3991
<b>Principal</b>	Renee Golder
<b>Email Address</b>	<a href="mailto:reneegolder@sccs.net">reneegolder@sccs.net</a>
<b>School Website</b>	<a href="https://bayview.sccs.net/">https://bayview.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698156049860

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

**Mission Statement:** Bay View School is a safe and welcoming community where everyone is respected, and learning is valued. Our school is a dynamic learning environment where everyone is engaged and inspired to do their personal best. Diversity is embraced; it enriches our learning community. Students, families, and staff work together as a team to ensure academic success and social responsibility for everyone.

At Bay View Elementary School, Everybody is Somebody.

At Bay View Elementary School, we provide a safe and nurturing environment that fosters life-long learning. Bay View is dedicated to academic excellence. We value parents and community members as partners in education. We support social-emotional learning, through Second Step Curriculum and explicitly teaching Bay View Life Skills, we prepare students to become responsible citizens in our diverse society.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, social-emotional development, establishing good study habits, and family/community partnerships. Pride in our school evolves from Bay View's outstanding traditions, TK-5 achievements, and accomplishments. A rich mixture of languages and backgrounds among our community allows us to build on our diversity.

### Significant Achievements

Bay View staff is committed to monitoring student progress by analyzing and responding to reading and math scores on assessments, such as, Fountas and Pinnell Reading Inventory, iReady, district math and literacy benchmark assessments, and teacher developed formative assessments. We offered high-quality researched-based small group reading intervention instruction to support students who were below grade level and high-quality enrichment and extension activities for those who were at or above. Our literacy intervention program includes explicit phonics instruction using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words and Reading Intervention for Students who need support or intervention. Bay View's math Response to Intervention includes push-in intervention 4 days per week for 40 min in every 1-5 classroom to ensure students get access to small group instruction and intervention.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	64
Grade 2	58
Grade 3	50
Grade 4	44
Grade 5	62
Total Enrollment	336

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.3%
Asian	1.2%
Black or African American	1.2%
Filipino	0.3%
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	4.8%
White	43.8%
English Learners	23.5%
Migrant	1.5%
Socioeconomically Disadvantaged	48.2%
Students with Disabilities	16.1%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.50	77.05	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.80	20.35	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.50	2.66	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	18.80	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.60	81.48	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.55	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	12.92	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	18.00	100.00	89.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.80	2.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.80</b>	<b>2.30</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.2	4

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
<b>Mathematics</b>	Eureka Math - Great Minds Adopted 2016	Yes	0%
<b>Science</b>	FOSS - Delta Education Adopted 2017	Yes	0%
<b>History-Social Science</b>	History & Social Science - TCI Adopted 2023	Yes	0%

## School Facility Conditions and Planned Improvements

Bay View Elementary campus sits on a 5-acre lot and is located at the intersection of Bay Street and Mission Street (HWY 1). The school was built in the 1940s and expanded until the present. All classrooms are spacious and well-lit. In addition to 21 classrooms, we have an art room, a music room, a life lab, and a large library media center. The play structure was resurfaced with new soft padding using funds provided by money from bond money. Additional improvements that are expected to be completed using bond money include replacing portable classrooms with permanent buildings, upgrading technological infrastructure, improving the play area, modernizing classrooms, and constructing a new multi-purpose building.

**Year and month of the most recent FIT report**

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	44	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	34	35	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	162	159	98.15	1.85	44.03
<b>Female</b>	82	80	97.56	2.44	52.50
<b>Male</b>	80	79	98.75	1.25	35.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	72	97.30	2.70	23.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	72	98.63	1.37	62.50
<b>English Learners</b>	38	36	94.74	5.26	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	83	98.81	1.19	24.10
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	44	100.00	0.00	15.91

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	162	161	99.38	0.62	35.40
<b>Female</b>	82	81	98.78	1.22	39.51
<b>Male</b>	80	80	100.00	0.00	31.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	16.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	72	98.63	1.37	54.17
<b>English Learners</b>	38	38	100.00	0.00	7.89
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	83	98.81	1.19	20.48
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	44	100.00	0.00	13.64

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.73	36.92	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	36.92
Female	29	29	100.00	0.00	31.03
Male	36	36	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	20.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	26.67

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	98%	98%	95%	97%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Our parents and community members are active in the classroom on a daily basis and accompany students on field trips. Our School Site Council (SSC) helps make decisions related to our school expenditures and approves the school's annual plan and budget. Parents also have the opportunity to participate in the English Learner Advisory Committee (ELAC) which provides feedback to the school administration in relation to the support of our English Language Learners. Our Parent Teacher Organization (PTO) helps promote community events, plan fundraising activities, and provides funding for different enrichment opportunities for our students. The principal meets with all three leadership groups to develop agendas and plan for potential guest speakers. Our school also offers monthly school assemblies to promote positive behavior goals and deepen our sense of school community.

Parents in our community attend school activities and events (including Family Art Night, Fiesta del Artes, talent show, school-wide carnival, pancake breakfast). All these events are posted on our school website and sent home on fliers. All school communication is sent in both English and Spanish.

To become more involved, please call or visit the school office - (831) 429-3991.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	362	354	101	28.5
Female	168	165	46	27.9
Male	193	188	55	29.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	4	2	50.0
Black or African American	5	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	173	169	51	30.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	16	16	3	18.8
White	155	153	45	29.4
English Learners	87	86	20	23.3
Foster Youth	1	0	0	0.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	178	173	56	32.4
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	82	77	27	35.1

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	0.85	0.83	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.83	0
Female	0	0
Male	1.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.65	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.66	0

## 2023-24 School Safety Plan

Our School Safety Plan is updated annually. Our school and grounds are very safe. We have lockable fencing at all four entrances, and they are locked during school hours. School Site Council (SSC) and staff update and approve our plan annually. Parents are informed about emergency procedures, and a list of procedures is visible in every classroom. Emergency procedures provide detailed directions and maps for fire, earthquake, and evacuation drills, and stranger-on-campus lockdown procedures. This year staff received a Code Red training from the Santa Cruz Police Department.

The staff receives monthly five-minute safety meetings. The staff also received in-depth training in emergency response procedures, mandate reporting, harassment and discrimination, and FERPA (Family Educational Rights and Privacy Act). The school safety team meets regularly to review and update the site safety plan.

## D. Other SARC Information Information Required in the SARC

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



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	22		2	
2	18	1		
3	16	1	2	
4	26		2	
5	25		2	
Other	18	1	3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	
1	17	2	1	
2	16	2	1	
3	23		2	
4	18	1	2	
5	32		2	
Other	4	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	21	1	2	0
2	19	3	0	0
3	16	2	1	0
4	21	1	1	0
5	21	1	2	0
6	0	0	0	0
Other	5	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	336

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.8
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$18,941	\$7,303	\$11,638	\$99,402
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	31.7	11.6
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	55.3	2.1

## Fiscal Year 2022-23 Types of Services Funded

Our population qualifies Bay View for both federal and state funds for underperforming students. Bay View funded two Response to Intervention (RtI) teachers, five learning assistants in our intervention program, classroom learning assistants in kinder and first grades, and parent education. We also used site funds to support professional development, including funding costs to attend training. All teachers and literacy-focused support staff meet three times a year to analyze literacy and English Learner progress, set learning goals, and develop differentiated instructional action plans.

State funds were used to purchase software, upgrade hardware, and obtain supplies and instructional materials.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

At Bay View Elementary School, we believe that Professional Learning opportunities are essential to ensure that every student has teachers who are prepared to teach to the rigor and depth required by the CA Common Core Standards. This year, our school will focus on ELD.

Our meeting structures are as follows: We will use the monthly district-wide PD (early release days) to inform our site work by working with a literacy consultant to build our understanding of blending learning lesson design. We will meet three times a year in Student Learning Teams (SLT) meetings to identify priority ELA and ELD standards and develop student goals.

We will refine our progress monitoring system by determining which common summative and formative assessments will be used to evaluate student progress.

We will analyze our most current ELA/ELD student achievement data and create a comprehensive action plan to address the needs of students at each proficiency band. We will meet bi-monthly in grade level PLCs to analyze student work collected using common formative assessments to determine which instructional practices are yielding the best results.

We meet once a month for staff meetings which include teachers and all certificated support staff. Here we engage in school-wide data analysis and engage in cross-grade level collaboration around grade level action plans. We are striving to build more vertical alignment.

Staff and staff teams will be encouraged to participate in additional professional development over breaks and after work hours that support our shared site and district vision for superior service for students.

## Professional Development

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4-6	4-6	4-6

# Branciforte Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Branciforte Middle School
<b>Street</b>	315 Poplar St.
<b>City, State, Zip</b>	Santa Cruz, CA 95062-1131
<b>Phone Number</b>	(831) 429-3883
<b>Principal</b>	Debbi Puente
<b>Email Address</b>	debbipuente@sccs.net
<b>School Website</b>	<a href="https://b40.sccs.net/">https://b40.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698236060149

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: At Branciforte Middle School, we promote academic and social growth for all students as we prepare them to become responsible, compassionate, and empowered citizens of the future

Branciforte Middle School, situated on the vibrant east side of Santa Cruz, is committed to providing a tailored academic experience for a diverse student population. The comprehensive base program encompasses English, Social Studies, math, science, P.E., and an elective, with a strong emphasis on problem-solving, collaborative reasoning, and perseverance in our College Prep Math curriculum. The program offers both a standard middle school track and an accelerated option, supplemented by additional support through iReady and a zero period math support class.

Our exceptional exploratory program offers a variety of opportunities for students. In the sixth grade, students can choose from options like band, AVID, culinary arts, and visual art. In the seventh and eighth grade, exploratories expand to include music, AVID (a college-preparatory program), STEM, and culinary arts. Students from the district's dual-immersion program continue their studies in the Spanish language on our campus.

This commitment to individualized education is further enhanced by the school's emphasis on fostering a vibrant and inclusive culture, refining positive behavioral systems, and prioritizing effective teaching through the "best first instruction" approach. The integration of i-Ready math and English interventions during daily flex time supports personalized student success.

In addition to these core focus areas, Branciforte Middle School proudly extends its offerings into after-school enrichment and athletic opportunities, contributing to a well-rounded educational experience. The school remains dedicated to celebrating achievements, fostering family involvement, and focusing on improving student proficiency in English Language Arts and math. Teachers, staff, students, parents, and administrators collaboratively shape the school's decisions. Teachers determine instructional methods, the leadership team plans the big picture with staff development, the School Site Council influences students' experiences, and the Student Council advises on activities and enrichment. The School Site Council, Student Council and ELAC continue to play pivotal roles in guiding school activities and enrichment programs.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	108
Grade 7	150
Grade 8	131
Total Enrollment	389

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2%
Male	54.8%
Asian	2.3%
Black or African American	1.5%
Hispanic or Latino	44.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.6%
White	47.3%
English Learners	15.9%
Foster Youth	0.3%
Homeless	0.8%
Migrant	0.5%
Socioeconomically Disadvantaged	42.9%
Students with Disabilities	16.5%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.20	69.02	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.70	16.02	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.01	12115.80	4.41
<b>Unknown</b>	3.40	14.87	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	23.40	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.70	77.47	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.40	22.49	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	24.10	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.40
Misassignments	3.70	5.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.70</b>	<b>5.40</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.2	14.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.2	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are State Board approved and underwent a formal district adoption process. All textbooks are aligned with the Common Core standards.

**Year and month in which the data were collected** December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

<b>Reading/Language Arts</b>	District created standards aligned curriculum maps for each course (English 6, English 7, English 8) Adopted 2023	Yes	0%
<b>Mathematics</b>	Core Connections (Middle School) Integrated Courses 1, 2, 3, and (High School) Integrated 1 - College Preparatory Mathematics Adopted 2013	Yes	0%
<b>Science</b>	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019	Yes	0%
<b>History-Social Science</b>	National Geographic World History Ancient Civilizations - 6th Adopted 2021  National Geographic World History Medieval and Early Modern Times - 7th Adopted 2021  McGraw Hill Impact California Social Studies: US History and Geography Adopted 2021	Yes	0%
<b>Foreign Language</b>	Senderos Spanish 1 Vista Higher Learning Adopted 2023	Yes	0%
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

We recently had upgrades in our HVAC system as part of our COVID response during the pandemic. Structurally, thanks to our Bond monies, we have renovated our multi-purpose room and added a new band building. Additionally, we have added planters in each of our classroom wings and changed/improved our landscaping in the front of our building, as well as redone our parking lot as well as adding electric gate access. We are continuing to plan for future renovations to our entire site, with our Woodshop and Bee Inn scheduled to start in the Spring of 2023.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	50	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	33	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	401	390	97.26	2.74	49.74
<b>Female</b>	181	176	97.24	2.76	53.41
<b>Male</b>	220	214	97.27	2.73	46.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	181	175	96.69	3.31	30.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	16	94.12	5.88	50.00
<b>White</b>	184	180	97.83	2.17	68.89
<b>English Learners</b>	57	51	89.47	10.53	7.84
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	186	178	95.70	4.30	32.02
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	65	95.59	4.41	18.46

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	401	394	98.25	1.75	33.25
<b>Female</b>	181	178	98.34	1.66	31.46
<b>Male</b>	220	216	98.18	1.82	34.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	181	177	97.79	2.21	18.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	16	94.12	5.88	18.75
<b>White</b>	184	182	98.91	1.09	48.90
<b>English Learners</b>	57	54	94.74	5.26	1.85
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	186	181	97.31	2.69	18.23
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	65	95.59	4.41	15.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.01	38.35	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	133	99.25	0.75	38.35
Female	62	61	98.39	1.61	34.43
Male	72	72	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	20.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	69	68	98.55	1.45	52.94
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	22.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	31.82

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	96%	96%	96%	98%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with administration, staff, and students to make financial decisions. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our efforts to reach out to our Spanish speaking families. An ELAC representative also acts as a liaison to the School Site Council so that ELAC parents have a strong voice in the development of the School Plan. Historically, our Home and School Club provides support for our students in a variety of ways including co-hosting, with ELAC, the annual Tamalada and Spring Festival, organizing several fundraisers and supporting our school financially with teacher grants, support of student field trips, support of the Arts Academy, and support of our technology equipment. We have an additional fundraising arm of the Home and School Club called the B40 Boosters - they focus on fundraising and spirit events for sports and music programs primarily. Additionally, our parents assist with a variety of school activities, including Open House, Back-to-School Night, The Turkey Trot, fundraising, and important feedback and communication about our programs. Parents also volunteer to provide adult supervision at lunch and at school activities, teach Wednesday Arts Academy classes, coach teams, chaperone school dances, and much more.

To become more involved, please call or visit the school office - (831) 429-3883.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	409	113	27.6
Female	188	185	54	29.2
Male	227	224	59	26.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	0	0.0
Black or African American	7	7	3	42.9
Filipino	1	1	0	0.0
Hispanic or Latino	188	183	56	30.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	8	47.1
White	189	188	46	24.5
English Learners	75	73	20	27.4
Foster Youth	2	2	1	50.0
Homeless	9	8	4	50.0
Socioeconomically Disadvantaged	196	192	68	35.4
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	76	73	29	39.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.59	3.37	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.23	0.24	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.37	0.24
Female	2.66	0
Male	3.96	0.44
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.19	0.53
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	3.7	0
English Learners	1.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.1	0.51
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

## 2023-24 School Safety Plan

We revise our safety plan yearly, and it is reviewed by the staff and Site Council. The plan includes goals for creating a safe environment through Positive Behavior and Intervention Systems (PBIS) and Trauma Informed Services. Our first goal is to define and use Tier 1 and Tier 2 strategies for social emotional issues and that 70% of students receiving Tier 2 services will indicate improvement in the area of need. We now have School wide behavior expectations posted in all areas of the campus and we have added and adapted expectations to address distance learning. We have identified our three campus culture expectations as being honorable, sensible, and safe. We have identified expectations for each of these for the various areas of the campus, including distance learning, and teach these expectations to students through video, assemblies, BTV and classroom activities.

We continue a commitment to our students' social-emotional safety and have a Student Support Team that meets weekly to discuss supports and outreach to our students and family. We use a Social Emotional Health Survey and California Healthy Kids Survey to inform our planning in relation to students' school social experiences. Additionally, this survey helps identify students in need of additional social-emotional support. Additionally, we provide opportunities for staff to share their input on student concerns and outreach. We also continue to have a robust Gay-Straight Alliance club that meets to support and address needs around gender identity, and have added representation on the Superintendent's Advisory Committee on Race and Equity.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	3		
Mathematics	21	4	10	
Science	24	2	10	
Social Science	5	2		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	4		
Mathematics	21	8	5	1
Science	23	3	9	
Social Science	4	2		

## 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	20	8	8	1
Mathematics	23	3	10	0
Science	25	2	7	2
Social Science	26	2	7	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	243.13

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,535	\$3,428	\$9,107	\$81,340
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	7.4	-2.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	32.0	-8.9

## Fiscal Year 2022-23 Types of Services Funded

Branciforte uses specialized funding to provide extra help to students who need it. We update our school plan each year to ensure that our instruction is focused on student needs. For example, a significant portion of our federal and LCFF supplemental funds are used to support our Multi-tiered Systems of Support. This includes an Rtl coordinator, 75 minutes of weekly math and reading intervention using small group instruction or the iReady curriculum, two math intervention support periods/teachers that either push into general education math classes or pull students out for small group intervention, an additional class so that English Learners can take zero period PE allowing them to take an elective during the regular school schedule, a zero period Math+ and Reading intervention classes five days per week, and after school homework hours four days a week, serving approximately 40 students daily. Additionally, we use these funds to significantly increase our ELD services in order to provide small, leveled ELD classes, including a class and FTE release for our newcomer students that provides language acquisition and SEL support. We also dedicate funds for substitutes so that teachers can release quarterly to strategize approach to services for English Learners (Language Review Teams - or LRTs). Additional funds are used to purchase materials, translation services, professional development, and release time for teachers to participate in planning. The effectiveness of these additional resources is measured through our quarterly and annual assessments.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

The primary focus of professional development is around tools needed to maximize learning and around Integrated ELD in support of our English Learners in general education classes. Additionally, over the past few years significant focus has been on supporting productive academic student talk, teacher clarity, (including the use of learning goals, success criteria, and formative assessments), using an evidence, analysis, action protocol to analyze student work and inform instruction. We are working on integrating brain-based self-regulation strategies and Social Emotional Learning instruction to support students self management, relationship skills, and decision making. These priorities were made based on several factors including our student achievement data, research into what improves student achievement, district goals and metrics, and staff leadership discussions. Teachers have the opportunity to collaborate every week during the afternoon of a Wednesday shortened day. This collaboration takes on several forms including school wide professional development and department and/or grade level professional learning teams. The professional development has a lens on supporting Integrated ELD, academic talk strategies, teacher clarity, and grading for equity. These include strategies to engage students in the content through reading, writing, speaking, and listening, strategies to check for understanding, content literacy strategies, and paired, group, and whole class discussion strategies. Department collaboration, and grade alike collaboration, is focused on student engagement through curriculum development, sharing best practices, aligning with the Common Core State Standards, developing common assessments, and using the results of these assessments to drive instruction. Grade level teams meet to choose and review accountable student talk strategies, trauma-informed strategies, review at-risk students, and share good news with parents regarding a range of student successes. Teams of teachers participate in series of workshops offered through various agencies. In recent years these have included: Integrated & Designated ELD with West Ed, Teacher Clarity led by Paul Bloomberg and SCCS staff; College Preparatory Math curriculum training and collaboration; ELA collaboration focused on the Common Core State Standards, Next Generation Science Standards, and AVID training. In addition, each teacher is expected to participate in at least two peer classroom observations each year. Finally, new teachers and administrators are assigned teacher/administrator coaches who provide regular observations and dialogues, giving staff the opportunity to reflect on practice with veterans in the field. Time is built into the professional development for teachers to share the strategies they have tried and to get feedback regarding any questions. In addition, staff and district administration make regular visits into the classroom and share observed best practices through e-mails, newsletters, and personal interactions, and follow-up with concerns individually.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Costanoa Continuation High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Costanoa Continuation High School
<b>Street</b>	840 North Branciforte Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 429-3898
<b>Principal</b>	Clyde Curley
<b>Email Address</b>	clydecurley@sccs.net
<b>School Website</b>	<a href="https://bssc.sccs.net/">https://bssc.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698234436960

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Costanoa High School is located on the vibrant Branciforte Small Schools Campus (BSSC). Ark Independent Study High School, Monarch Community School, and Alternative Family Education all share our campus. Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on student growth over time by developing the following habits: Use your mind well. Do the right thing. Work hard. Costanoa has a diverse population of students in grades nine through twelve. Costanoa is fully accredited by the Western Association of Schools and Colleges.

Our schoolwide action plan focuses on developing literacy and math skills to prepare students for the rigors of community college. All students complete a senior project as a graduation requirement. The staff has a strong culture of collegiality focused on instructional improvement and the promotion of student success. Our staff works together to improve and adjust instruction in response to student assessment. Students work to master standards in all subjects and to complete required credits for graduation, and the senior project. Our faculty Leadership Team and School Site Council (SSC) guide the focus and direction of the school. Our student leadership group also has an active voice in school activities, such as Spirit Week and the development of school policies.

Costanoa entered Comprehensive Support and Improvement status based on data from 2018-19. In response to CSI and school closure from the pandemic, Costanoa has implemented multiple intervention strategies including transitioning to models of co-teaching in Project-Based Learning classrooms with coaching; adding Instructional, Restorative Justice and Math coaches; adding hours for a Mental Health counselor; providing professional development in PBL and Restorative Justice; extending enrichment opportunities for students; additional time for teacher collaboration; additional staffing for supporting students during Distance Learning at in-person cohorts; to name a few. Costanoa left CSI status in 2023-24.

**INSPIRED PURPOSE-** We personalize education for every student.

**MISSION-** We are a small and diverse community that supports students' academic and personal growth. Students learn through integrated thematic instruction, participate in experiential learning, develop a foundation in positive socioemotional practices, and build connections to Cabrillo College.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	8
Grade 11	22
Grade 12	59
<b>Total Enrollment</b>	<b>90</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
Black or African American	3.3%
Hispanic or Latino	73.3%
Two or More Races	3.3%
White	20%
English Learners	24.4%
Migrant	1.1%
Socioeconomically Disadvantaged	61.1%
Students with Disabilities	40%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.70	82.22	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.01	12115.80	4.41
<b>Unknown</b>	0.80	17.78	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	4.50	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.10	63.93	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	36.07	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	4.90	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.80

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	43.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.2	21

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Inside Writing: Grade 9 - Great Source Adopted 2006	Yes	0%
<b>Mathematics</b>	Integrated 1, 2, & 3 - CPM Adopted 2016	Yes	0%
<b>Science</b>	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007  Biology - Houghton Mifflin Adopted 2007  Chemistry - Pearson Prentice Hall Adopted 2007  Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007	Yes	0%
<b>History-Social Science</b>	World: History, Culture, & Geography - The Modern World 3/24/21 McGraw Hill United States History & Geography - Continuity & Change 3/25/21 McGraw Hill Principles of American Democracy 3/26/21 McGraw Hill Principles of Economics 3/27/21 McGraw Hill	Yes	0%
<b>Foreign Language</b>			0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%

## School Facility Conditions and Planned Improvements

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	4	21	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	4	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	30	24	80.00	20.00	20.83
<b>Female</b>	14	9	64.29	35.71	--
<b>Male</b>	16	15	93.75	6.25	6.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	19	82.61	17.39	5.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	16	80.00	20.00	12.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	30	23	76.67	23.33	4.35
<b>Female</b>	14	8	57.14	42.86	--
<b>Male</b>	16	15	93.75	6.25	6.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	19	82.61	17.39	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	15	75.00	25.00	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	8.33	7.14	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	31	28	90.32	9.68	7.14
<b>Female</b>	--	--	--	--	--
<b>Male</b>	21	20	95.24	4.76	10.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	23	92.00	8.00	4.35
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## 2022-23 Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE classes at high schools throughout the county. These career technical education courses (CTE, formerly known as ROP) are open to all Costanoa students. Since the 2017-18 school year, Costanoa had offered two courses: Agriculture Production and Early Childhood Education. Due to staffing changes, Costanoa offers one CTE course in Sustainable Agriculture. In addition, Costanoa students work with a part-time CTE counselor who administers surveys such as Naviance and other career-interest questionnaires. In 2022-2023, 20 Costanoa students are enrolled at CTE courses at other campuses including Construction, Culinary Arts, and Small Engines.

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Costanoa parents are involved in school governance through the School Site Council and English Learner Advisory Committee. Each group holds meetings five times per year. The School Site Council also serves as our site's bond oversight committee. Members are able to give input into school bond projects planned for our site.

Parents are expected to be actively involved in their child's education by attending three mandatory parent-teacher-student conferences each year. Student advisors' share academic and graduation progress. To become more involved, parents may call the office at (831) 429-3898.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.9	13.5	23.7	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	82.3	83.8	76.3	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	38	29	76.3
<b>Female</b>	15	11	73.3
<b>Male</b>	23	18	78.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	31	25	80.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	11	9	81.8
<b>Foster Youth</b>	0	0	0.00
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	25	83.3
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	130	101	75	74.3
Female	58	43	37	86.0
Male	71	57	37	64.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	3	2	66.7
Filipino	1	1	1	100.0
Hispanic or Latino	93	74	51	68.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	5	5	100.0
White	24	18	16	88.9
English Learners	32	25	16	64.0
Foster Youth	1	1	1	100.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	85	66	50	75.8
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	49	24	20	83.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.71	1.48	8.46	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.46	0
Female	5.17	0
Male	11.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.6	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	12.5	0
English Learners	12.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.24	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

## 2023-24 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2022-23 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	50	0	0	1
Mathematics	21	1	1	0
Science	29	1	0	1
Social Science	32	2	0	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	128.57

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,741	\$5,889	\$10,852	\$71,097
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	24.8	16.8
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	48.8	-14.8

## Fiscal Year 2022-23 Types of Services Funded

We update our Single Plan for Student Achievement (SPSA) each year to ensure that our instruction is focused on student needs as indicated by student academic achievement. We work closely with our School Site Council (SSC) and staff to provide extra academic and socioemotional support to students. In the 23-24 academic year CSI grant, LCFF, LCFF Supplemental, Title 1, and donations funded a half time mental health specialist; contracts with enrichment programs; a bi-lingual paraeducator; coaching and membership in the Alt. Schools Sports League; professional development in youth mental health; extra hourly for certificated staff to hold additional parent-teacher conferences; books and supplies.

During the 20-21 fiscal year, LCFF, Title 1, ESSER, and CSI Grant funds supported staffing for small outdoor learning cohorts during Distance Learning, materials and supplies, licenses to online learning formats, Chromebooks, coaching in Restorative Justice, and professional development and coaching in Project Based Learning. During the 2019-20 fiscal year, LCFF and federal funds were used to provide extra staffing that supported us in attempting to meet our SPSA goals and to carry out our schoolwide action plan. This included adding a bilingual paraprofessional to support students with low levels of English proficiency and adding .2 FTE to the CTE teacher's work load to maintain smaller class sizes. Additionally, these funds were used to purchase supplementary instructional materials. Funds were also spent to ensure student access to numerous educational field trips and enrichment opportunities.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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



## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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.

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

## Professional Development

Costanoa staff meets twice a month for one hour to focus on continuous professional growth related to social/emotional learning, instruction, and assessment. During the past three years, professional development has centered on two key threads of literacy and school connectedness. Many students come to Costanoa deficient in reading and writing skills as evidenced by Measure of Academic Progress (MAP) and CAASPP scores. Many students also come to Costanoa in need of strengthening social/emotional development and learning.

In 2023-24 teachers are learning about and implementing PBIS systems; building common formative assessments in all subject areas; teaching summary writing; implementation of CCGI survey; and general curriculum development to meet the credit and interest needs of the students.

In 2022-23 teachers implemented standards-based instruction in all subject areas as dictated by students' credit earning needs. Costanoa restructured its faculty to include single-subject courses in Algebra, US and World History, and English Language Arts to satisfy graduation requirements. Staff is involved in year one of a WASC self-study which will surface recommendations for professional development in subsequent academic years. The school is implementing professional development in PBIS practices, Trauma Informed and restorative justice practices, and continue to work towards equitable discipline policies and practices. With changes in staffing Costanoa is restructuring its CTE offerings and a teacher is in a program to complete CTE credentialing.

In 2021-22 teachers continued to implement Project Based Learning planning and implementation, new and continuing staff participated in a 3-day in person training with Project 101, agreements on supporting student well-being are being developed, and staff is using a High-Impact Instructional Strategy Toolkit and focusing on Teacher Clarity, Feedback, and Goal Setting.

In 2020-21, teachers had multiple opportunities for professional development. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. Through the Language Review Team process, teachers continue to expand their toolboxes of strategies to support English language learning students.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continues to learn about Trauma

## Professional Development

informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neurosequential Model in lesson planning.

For the 2018-19 and the 2019-20 school year, there were three key strands of professional development focused on developing and carrying out integrated thematic units, implementing restorative justice practices, and developing academic vocabulary tied to ELD standards. A facilitator from SEEDS Community Resolution Center led 18 hours of professional development around restorative justice. The restorative justice leadership team received 20 hours of coaching throughout the year. Teachers were also supported through teacher-principal meetings, group analysis of student writing assessments and data, and two rounds of peer observations. SCCS' English Learner Instructional Tech led 7.5 hours of integrated ELD professional development with a focus on developing students' academic vocabulary acquisition.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	13	13

# DeLaveaga Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard)

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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	DeLaveaga Elementary
<b>Street</b>	1145 Morrissey Blvd.
<b>City, State, Zip</b>	Santa Cruz, CA 95065-1498
<b>Phone Number</b>	(831) 429-3807
<b>Principal</b>	Thien Hua
<b>Email Address</b>	thienhua@sccs.net
<b>School Website</b>	delaveaga.sccs.net
<b>County-District-School (CDS) Code</b>	44698156049886

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K–5 Spanish Two Way Immersion program (Dos Alas). This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga uses Eureka Math, a curriculum that is well aligned with the Common Core State Standards. In addition to our continued implementation of a school-wide research-based Positive Behavior Interventions and Supports (PBIS) program, we are using elements of the WITS program which assists students in solving both behavioral and academic issues. To further support students with Social Emotional Learning, our school has adopted the Soul Shoppe program which helps students

## 2023-24 School Description and Mission Statement

become more attuned to their social-emotional needs. In addition to our Eureka math program, we use the Benchmark Workshop language arts program, along with FOSS science. Our Life Lab Science program is a garden-based science program that supplements the FOSS materials.

### Academics:

DeLaveaga Elementary is using district and state assessment data to guide instructional improvements for the school year. Staff uses a data-driven approach to identify areas of need and make informed decisions to enhance student learning. The specific areas of focus include differentiated small group instruction, the science of reading, and a comprehensive mathematics program - all essential components for providing a well-rounded education.

**Differentiated Small Group Instruction:** This approach involves tailoring instruction to meet the diverse needs of students. It allows teachers to provide targeted support and challenge to individual students or small groups based on their abilities and learning styles. Differentiated instruction can be particularly effective in addressing achievement gaps and ensuring that each student receives the appropriate level of challenge and support.

**Science of Reading:** This refers to evidence-based practices for teaching reading, which are grounded in research on how people learn to read. It emphasizes the importance of phonemic awareness, phonics, vocabulary development, fluency, and comprehension. A strong foundation in the science of reading is crucial for improving literacy outcomes and ensuring that students become proficient readers.

**Comprehensive Mathematics Program:** A comprehensive mathematics program typically covers a wide range of mathematical concepts and skills, ensuring that students receive a well-rounded math education. This might include a focus on problem-solving, critical thinking, and real-world applications of mathematical concepts. A comprehensive program helps students build a strong mathematical foundation and excel in this subject.

By focusing on these areas, DeLaveaga Elementary is taking important steps to enhance the quality of education and support student success. It's essential for teachers and staff to collaborate, implement evidence-based strategies, and continuously monitor progress to ensure that these initiatives are making a positive impact on student learning. Additionally, ongoing professional development and support for educators can be instrumental in successfully implementing these instructional practices.

### Leadership:

Thien Hua is DeLaveaga's principal. Mr. Hua has 12 years of administrative experience and 28 years as an educator.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level team collaboration. Grade level teams meet regularly (up to once a week) to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	86
Grade 2	79
Grade 3	82
Grade 4	79
Grade 5	72
<b>Total Enrollment</b>	<b>488</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.4%
Asian	2.7%
Black or African American	0.8%
Hispanic or Latino	42.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.7%
White	48%
English Learners	19.3%
Foster Youth	0.2%
Homeless	0.2%
Migrant	0.6%
Socioeconomically Disadvantaged	29.5%
Students with Disabilities	12.9%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	89.69	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	6.73	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.80	3.59	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	22.30	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.60	87.78	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.60	12.27	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	21.10	100.00	89.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	2.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.50</b>	<b>2.60</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	4.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
--	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy



<b>Reading/Language Arts</b>	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
<b>Mathematics</b>	Eureka Math Adopted 2016	Yes	0%
<b>Science</b>	FOSS - Delta Education Adopted 2017	Yes	0%
<b>History-Social Science</b>	History & Social Science - Pearson Adopted 2006	Yes	0%
<b>Visual and Performing Arts</b>			0%

### School Facility Conditions and Planned Improvements

De Laveaga Elementary School was originally built in 1969 and sits on nearly 10 acres. The campus expanded the parking lot using bond money. Upcoming projects for the campus using bond money include adding shade structures, replacing the HVAC system, improving the technological infrastructure, and removing portable classrooms.

**Year and month of the most recent FIT report**

November 2023

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	50	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	39	42	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	236	235	99.58	0.42	50.21
<b>Female</b>	109	109	100.00	0.00	55.05
<b>Male</b>	127	126	99.21	0.79	46.03
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	101	100	99.01	0.99	26.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	111	111	100.00	0.00	70.27
<b>English Learners</b>	37	36	97.30	2.70	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	75	100.00	0.00	25.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	45	45	100.00	0.00	37.78

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	236	236	100.00	0.00	42.37
<b>Female</b>	109	109	100.00	0.00	44.95
<b>Male</b>	127	127	100.00	0.00	40.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	101	101	100.00	0.00	19.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	111	111	100.00	0.00	63.96
<b>English Learners</b>	37	37	100.00	0.00	8.11
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	75	100.00	0.00	21.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	45	45	100.00	0.00	33.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.08	41.67	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	41.67
Female	21	21	100.00	0.00	42.86
Male	51	51	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	55.88
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	26.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	42.86

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	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.

#### 2023-24 Opportunities for Parental Involvement

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council has five parent representatives who serve two-year terms. The work with the entire committee to develop and approve the school's annual plan and budget. Parents also participate in the English Learner Advisory Committee, which supports our English Learners, and the Parent Teacher Club which helps plan for different enrichment, intervention, and community-building opportunities for our students and provides funding for these purposes. We work together to support our School Vision and Values, and establish a school-wide focus that prepares students to become lifelong learners.

To become more involved, please visit or call the school office at (831) 429-3807.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	499	108	21.6
Female	240	238	55	23.1
Male	262	261	53	20.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	14	13	1	7.7
Black or African American	7	7	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	214	213	51	23.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	23	23	7	30.4
White	235	234	45	19.2
English Learners	97	96	29	30.2
Foster Youth	1	1	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	162	162	42	25.9
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	81	81	17	21.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.40	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.4	0
Female	0	0
Male	0.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.85	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.47	0

## 2023-24 School Safety Plan

Accident rates on campus are very low. Staff work together to ensure that the site is safe, clean, and orderly. We hold regular safety meetings, and provide safety information at our staff meetings. In addition, we work with our School Resource Officer to train staff on safety procedures, such as lockdown and evacuation drills. All gates are locked during the school day, and all visitors are required to check in/sign-in with the office and wear a name tag while on campus.

With the direction of our School Safety Committee and input from all parent groups, the Comprehensive Safe School Plan is revised annually. In February 2023, the School Site Council approved our current Safe School Plan, which includes emergency procedures. In addition, key members of the Safety Committee, and Incident Command Team attend annual district-wide training in Emergency Response Guidelines and Disaster Procedures.

Key elements of the Comprehensive School Safety Plan are:

- \* Goals for Creating a Caring and Connected Community, and a place where All Students and Staff are Safe
- \* DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in our PBIS - "The Dragon Way."
- \* Implement and monitor the PBIS behavior expectations and consequences with staff, students, and parents to support more engagement and safe interactions on the playground at recess and lunch.
- \* Disaster Procedures and Emergency Response Guidelines
- \* Established Incident Command System

The full Comprehensive School Safety Plan can be viewed on the school and SCCS District Websites.



## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	21	2	2	
2	23		3	
3	21	1	2	
4	28		1	
5	29		1	
Other	26		4	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	21	1	3	
2	16	3	2	
3	21	1	3	
4	19	3	1	
5	17	3	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	22	2	2	0
2	20	2	2	0
3	21	1	3	0
4	19	4	0	1
5	17	4	1	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	488

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,655	\$1,404	\$9,250	\$89719
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	9.0	11.6
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	33.5	-15.2

## Fiscal Year 2022-23 Types of Services Funded

Our school uses specialized funding to provide extra instruction for students with specific needs. We use state and federal funds to provide additional reading support for students (SIPPS, Lexia, iStation, and RazKids). Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants, music and dance teachers, a Garden Coordinator, and after school enrichment classes.

We fund eight paraeducators who support our school-wide reading and math intervention program. In addition, we also provide after school support for students as a Tier 2 intervention strategy.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

From 2017 to 2023, teachers have participated in monthly after school staff development activities in Integrated ELD, Science, and the use of technology and instructional applications (Lexia, iStation, Zearn, etc.) to improve instruction and student performance, both in person and during Distance Learning. Professional development activities are planned and implemented by the teacher leadership team (SCIL). The focus for 2017-18 was math, in 2018-19 it was Integrated ELD and Content Area

## Professional Development

Conversations, and for the 2019-2020 school year, we focused on our newly adopted ELA program, along with science, and the implementation of Google and Seesaw Classrooms. In 2020-21 our focus has been on providing teachers extensive PD in technology related programs and applications to support Distance Learning. These are all site and district PD activities.

In past years, teachers have attended full release day professional development days that were sponsored by our County Office of Education, as well as other professional organizations. All teachers participated in science (FOSS) PD in 2018-2019. In addition, grade level representatives attended a 4-day training on teaching Spanish Language Arts. In 2018-19, a team of teachers attended the CAFE Conference in Long Beach. In 2019-2020 all teachers participated in ELA implementation PD, and K-2 teachers were trained in F&P Assessment protocols. During monthly PD/PLC Days, as well as during parts of Staff Meetings, we have provided teachers and sometimes classified staff training in Google and Seesaw Classroom, Lexia, Zearn, iStation, RAZKids, and Heggerty, to name a few. Finally, our Reading Intervention teacher provided targeted PD in the new Reading Assessment - Pioneer Valley that was needed for Distance Learning.

We have provided SEH professional development to both classified and certificated staff. The various training sessions include, but are not limited to: Problem-solving Strategies (WITS), Calming Spaces, Zones of Regulation, Growth Mindset, Mindfulness, and a training in Handle with Care. We also updated our school-wide expectations (Dragon Way) to reflect the Distance Learning aspects of being Respectful, Responsible, Safe, and There and Ready!

Teachers continue to conduct ongoing parent-teacher conferences 3 times per year, to communicate and collaborate with parents to better support their children at school and at home.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	7	7

# Gault Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Gault Elementary School
<b>Street</b>	1320 Seabright Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062-2525
<b>Phone Number</b>	(831) 429-3856
<b>Principal</b>	Amy Spiers
<b>Email Address</b>	aspiers@sccs.net
<b>School Website</b>	<a href="https://gault.sccs.net/">https://gault.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698156049894

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Gault Elementary School is a caring community that fosters respect, values diverse cultures and languages, and promotes positive school climate through the use of PBIS. Through a meaningful and appropriate curriculum, we work to ensure that all students experience continuous growth in academic and social skills in order to become complex thinkers, collaborative learners, and clear communicators. We do this through excellence in teaching, parent and community partnership, and support from our school district. We are a diverse population: 65% Latino, 45% English Learner, and 69% Free and Reduced Lunch. We are a relatively small elementary school with approximately 300 students, 23 certificated teachers, Rtl coordinators for ELA and MATH, 28 classified support staff, full time principal, bilingual school counselor, bilingual community coordinator and part time social worker. We have several programs at Gault that provide students with lifelong learning skills, however it has been our work around climate and culture that has made a noticeable impact on student learning in the classroom.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	56
Grade 2	36
Grade 3	60
Grade 4	38
Grade 5	56
Total Enrollment	310

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
Asian	0.6%
Black or African American	0.6%
Filipino	0.3%
Hispanic or Latino	67.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.5%
White	25.8%
English Learners	42.3%
Foster Youth	0.3%
Homeless	3.2%
Migrant	2.3%
Socioeconomically Disadvantaged	67.1%
Students with Disabilities	15.2%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.90	89.58	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	6.94	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.50	3.47	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	14.40	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.10	94.76	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.24	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	19.10	100.00	89.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.00</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
<b>Mathematics</b>	Eureka Math Common Core TK-5	Yes	0%
<b>Science</b>	FOSS Science Kits - Delta Education Adopted 2017	Yes	0%
<b>History-Social Science</b>	History & Social Studies (CA Edition) - TCI Social Studies Alive Adopted 2023	Yes	0%

## School Facility Conditions and Planned Improvements

The main building was built in 1928 and went through extensive remodeling in 2005. In 2019, using bond funds, we updated our beautiful Spanish tile roof and painted the exterior of our Kinder annex and main building. A new permanent building is currently under construction that will house 6 of our classrooms currently in portables, as well as a new cafeteria. Construction is expected to be completed in February of 2024. We have a courtyard, which we use for instruction and as a gathering place for students and parents. The Life Lab garden is a center in which many lessons and activities take place. We have a library, which is a gathering place for students at lunch and recess, as well as a place where lessons are taught to every class on a weekly basis. Additionally, we have an art and separate music room that provide focused space for the arts weekly for our students. Gault School offers the charm of a historic building filled with eager students.

**Year and month of the most recent FIT report**

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	44	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	33	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	156	152	97.44	2.56	44.08
<b>Female</b>	80	77	96.25	3.75	48.05
<b>Male</b>	76	75	98.68	1.32	40.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	108	104	96.30	3.70	35.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	36	100.00	0.00	69.44
<b>English Learners</b>	54	50	92.59	7.41	12.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	107	105	98.13	1.87	29.52
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	36	36	100.00	0.00	19.44

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	156	156	100.00	0.00	33.33
<b>Female</b>	80	80	100.00	0.00	33.75
<b>Male</b>	76	76	100.00	0.00	32.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	108	108	100.00	0.00	22.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	36	100.00	0.00	69.44
<b>English Learners</b>	54	54	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	107	107	100.00	0.00	18.69
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	36	36	100.00	0.00	16.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.57	33.33	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100.00	0.00	33.33
Female	28	28	100.00	0.00	35.71
Male	29	29	100.00	0.00	31.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	21.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	81.82
English Learners	19	19	100.00	0.00	10.53
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	20.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrator meet each trimester to monitor the Single Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our GPTO is involved in many aspects of our school including fundraising, volunteering and enhancing programs for all of our students. ELAC and GPTO both meet monthly. Additionally, we have a site Bond committee that makes decisions and gives input regarding our facility bond projects. To become more involved, please call or visit the school office - (831) 429-3856

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	328	107	32.6
Female	170	165	55	33.3
Male	167	163	52	31.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	4	4	3	75.0
Filipino	2	2	0	0.0
Hispanic or Latino	224	217	68	31.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	13	13	7	53.8
White	86	84	27	32.1
English Learners	142	140	45	32.1
Foster Youth	2	2	2	100.0
Homeless	17	17	12	70.6
Socioeconomically Disadvantaged	230	223	86	38.6
Students Receiving Migrant Education Services	8	8	3	37.5
Students with Disabilities	65	62	20	32.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.31	0.30	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0
Female	0	0
Male	0.6	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.16	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.43	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Gault School is a very safe place for students to learn and play. All students know and understand our Gault "Good to Great" Agreements. We use the Gault Agreements to help students solve issues with each other and treat others with respect. We have implemented PBIS (Positive Behavior Interventions and Supports) framework for the past four years. Our school climate is inclusive of all students which promotes self confidence and problem solving. We revise our School Safety Plan yearly as we conduct our monthly drills. We have a comprehensive site safety plan posted at our website. All staff are updated on the safety plan and understand their role in a variety of emergencies.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	19	1	1	
2	23		1	
3	23		2	
5	27		1	
Other	24	1	4	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	22		2	
2	21	1	2	
3	18	1	1	
4	19	2	1	
5	19	1	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	0	0
1	19	1	2	0
2	18	2	0	0
3	20	1	2	0
4	19	1	1	0
5	28	0	2	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	310

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.6
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,814	\$4,539	\$10,276	\$79,618
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	19.4	-9.1
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	43.7	-27.3

## Fiscal Year 2022-23 Types of Services Funded

We use our state and federal dollars to offer additional classroom support during our ELA and MATH time, Tier 2 interventions in language arts and math, our PBIS program, a part time social worker, misc supplies, extra yard duties and professional development trainings for staff. ASES funds support an after school coordinator for our program along with several learning assistants that have received specialized training. Last year the GPTO raised \$30,000 through various fundraisers. These funds support classroom projects, community events and some facility and garden improvements.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

For the 2023-2024 school year Gault staff is participating in the following professional development:

1. Monthly professional development around Writing, Math Workshop, and Integrated ELD
2. Collaboration time for mapping and planning scope & sequence for year long curriculum
3. Continue professional Learning Communities with data cycles
4. Guided reading coaching
5. Practice and feedback for stronger formative assessments during PLC
6. Release time for Peer Observations and team planning
7. Ongoing coaching with our CS teacher coach and digital literacy
8. Participating in several PDs number talks, math and ELD and math games

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4-6	4-6	6

# Harbor High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Harbor High School
<b>Street</b>	300 La Fonda Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062-1431
<b>Phone Number</b>	(831) 429-3810
<b>Principal</b>	Amariah Hernandez
<b>Email Address</b>	amariahhernandez@sccs.net
<b>School Website</b>	<a href="https://hh.sccs.net/">https://hh.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698234432340

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Harbor High School opened its doors in 1968 and celebrated its 50th anniversary in September 2018. Harbor is located on the central coast of California in the City and County of Santa Cruz. The County Office of Education serves ten school districts including Santa Cruz City Schools (SCCS). Harbor, home of the Pirates, is one of three comprehensive high schools, 2 middle schools and 5 elementary schools in SCCS. Harbor High School's mission is to educate all students to become critical thinkers and globally-minded community members and we are a school where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves.

Harbor High School has grown in enrollment by 15% over the past 4 years and has a current enrollment of 1047 students in grades 9-12. The school offers students learning and extracurricular opportunities to facilitate the growth and development of each student who walks onto our campus. Harbor provides a comprehensive education that includes a full athletic program, AVID program, Newcomer English Language Development (ELD) classes, SAIL special education program, and Career Technical Education (CTE) pathways.

Harbor High employs 46 full-time and 14 part-time certificated teachers, 12 full-time and part-time classified staff members, 3 counselors and 3 administrators. Harbor is accredited by the Western Association of Schools and Colleges, was awarded a Green Ribbon Bronze recognition for school sustainability in 2021, Gold Ribbon status in 2015 and is a California Distinguished School. Harbor High has been recognized annually, since 2017 by Educational Results Partnership (ERP) and the Campaign for Business and Educational Excellence (CBEE) as a California Honor Roll recipient whose school demonstrates high levels of student academic achievement, improvement in achievement over time and reduction in achievement gaps.

Harbor High is a welcoming school with a diverse student body and numerous opportunities for students to learn and grow. 33% of our students qualify for free or reduced lunch benefits and many of our students come from under-resourced families. In our current school year, 2023-24, we have 120 English Learners and (15) fifteen (8%) RFEP students. Harbor has 47 newcomer English learners enrolled this year from El Salvador, Mexico, and Korea. Our ELD classes remain consistently enrolled and we offer three (3) ELD classes with two (2) ELD tutorial sections. Harbor continues to engage in professional development activities focused on collaboration and the consistency of instruction and services that our students receive. Harbor High school educators participate in a minimum of once-weekly collaboration in department meetings and professional

## 2023-24 School Description and Mission Statement

learning communities (PLCs). Santa Cruz Instructional Leadership (SCIL) meetings, and professional development training in staff meetings are monthly. Harbor High continues to use the Organized Binder system as a foundational approach to organization for students and consistency of instruction by teachers.

### Harbor Staff Values:

We believe in our school.

We know all students can learn.

We respect and believe in students.

We use data and research to design and improve curriculum.

We have clear and consistent student expectations.

We are kind, caring, and accessible.

We have high expectations and clearly-communicate success criteria.

We collaborate for students.

We are flexible and adaptable.

We make student-centered decisions.

We grow professionally to meet student needs.

We listen and engage with each other professionally, respectfully and openly.

We are responsive and supportive.

We value and communicate with our stakeholders.

### Student Learning Outcomes

What students will be able to know, do, or demonstrate when they have completed Harbor High School.

#### Investigate the World:

Students investigate the world beyond their immediate environment

Inquirers

Knowledgeable

#### Recognize Perspectives:

Students recognize their own and others perspectives

Reflective

Open Minded

Balanced

#### Communicate Ideas:

Students communicate their ideas effectively and with diverse audiences

Communicators

Thinkers

#### Take Action:

Students translate their ideas into appropriate action to improve conditions

Caring

Risk Takers

Principled

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	253
Grade 10	230
Grade 11	284
Grade 12	256
Total Enrollment	1,023

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.2%
American Indian or Alaska Native	0.1%
Asian	2.4%
Black or African American	0.8%
Filipino	1.6%
Hispanic or Latino	54.3%
Two or More Races	4.5%
White	35.5%
English Learners	12.3%
Foster Youth	0.3%
Homeless	1.4%
Socioeconomically Disadvantaged	44.8%
Students with Disabilities	13.2%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.80	75.21	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.04	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.20	18.83	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.82	2.10	1.01	12115.80	4.41
<b>Unknown</b>	1.50	3.10	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	48.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.70	76.67	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	1.47	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	10.40	19.26	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.74	4.70	2.03	11953.10	4.28
<b>Unknown</b>	1.00	1.84	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	54.40	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.60
Misassignments	9.20	9.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>9.20</b>	<b>10.40</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.40
<b>Total Out-of-Field Teachers</b>	<b>0.40</b>	<b>0.40</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.2	19.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	3.8

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
<b>Mathematics</b>	Integrated 1 - CPM Adopted 2016  Integrated 2 - CPM Adopted 2016  Integrated 3 - CPM Adopted 2016  PreCalculus - CPM Adopted 2016  Pre-Calc with Limits - Houghton Mifflin Adopted 2009  Calculus - CPM Adopted 2016  Practice of Statistics - Freeman Adopted 2011	Yes	0%
<b>Science</b>	Model Based Biology - EMBER Biology Team UC Davis Adopted 2019  Biology - BSCS Adopted 2016  Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020  Chemistry - Pearson Prentice Hall Adopted 2007  Active Physics - Activate Learning Adopted 2018  Conceptual Physics - Prentice Hall Pearson Adopted 2009  Physics, AP (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007  Chemistry, AP - Cengage Learning Adopted 2014  Life: Science of Biology, AP - MacMillan Adopted 2014	Yes	0%
<b>History-Social Science</b>	IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020  IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill	Yes	0%

	Adopted 2020  IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020  IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020		
<b>Foreign Language</b>	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
<b>Health</b>	Lifetime Health - Holt Adopted 2011	Yes	0%
<b>Visual and Performing Arts</b>	Art History - Prentice Hall Adopted 2009	Yes	0%

## School Facility Conditions and Planned Improvements

All areas of the school are cleaned regularly on a rotation schedule. Landscaping is centralized through the district facilities and maintenance department with Harbor having one day a week for upkeep on the grounds. The Gym, Multi-Purpose room (MPR) and Little Theater benefit the school and the community for events, larger meetings and performances. There are many student gathering areas, including a central quad with a spacious lawn. Overhangs, the library, and the MPR provide shelter in rainy or cold weather. Several colorful, large murals decorate the school. There are plans for additional murals to enhance the space and build the community. The Booster parents regularly organize campus beautification days to assist in landscaping and general campus clean-up. Harbor has an active Global Student Embassy (GSE) that planted a garden that includes edible and decorative plants. The campus building have been re-roofed over the summer of 2018 using bond money. Bond money has also financed the recently-completed track and field that now also has stadium lighting so the school can host evening games. Other upcoming improvements include technological infrastructure upgrades, a new performing space, and a new pool.

**Year and month of the most recent FIT report**

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	64	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	29	29	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	275	258	93.82	6.18	63.95
<b>Female</b>	134	128	95.52	4.48	69.53
<b>Male</b>	141	130	92.20	7.80	58.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	145	132	91.03	8.97	53.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	105	102	97.14	2.86	75.49
<b>English Learners</b>	28	18	64.29	35.71	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	117	105	89.74	10.26	52.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	27	81.82	18.18	33.33

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	275	260	94.55	5.45	28.85
<b>Female</b>	134	126	94.03	5.97	29.37
<b>Male</b>	141	134	95.04	4.96	28.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	145	137	94.48	5.52	17.52
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	105	100	95.24	4.76	39.00
<b>English Learners</b>	28	23	82.14	17.86	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	117	109	93.16	6.84	17.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	27	81.82	18.18	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.50	35.29	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	211	85.08	14.92	35.27
Female	125	100	80.00	20.00	33.00
Male	122	110	90.16	9.84	36.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	102	80.95	19.05	17.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	46.67
White	91	81	89.01	10.99	56.25
English Learners	33	20	60.61	39.39	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	95	80.51	19.49	16.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	14	58.33	41.67	7.14



## 2022-23 Career Technical Education Programs

Harbor offers a variety of career technical education courses (CTE, formerly known as vocational education or ROP) that are open to all students. Harbor High School has a vibrant CTE program with pathways in Transportation, Building and Construction Trades, Health Science and Medical Technology, and Arts, Media and Entertainment. Students are able to earn a certificate of completion in these areas, and these courses have been articulated with the local community college. In the Transportation Pathway, Harbor offers Bicycle Technology. In the Building and Construction Trades, we offer Mill Cabinetry. In the Medical Pathway we offer Medical Technology and Health Careers. In the Digital Media Arts pathway we offer Graphic Design 1 and 2, International Baccalaureate (IB) Film 1 and 2, and Digital Photography 1 and 2. Because most of our CTE courses are approved by the UC System, all students are encouraged to find an area of interest and enroll in one of these college-preparatory electives.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	438
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	64.86

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	96%	96%	95%	96%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Harbor has active Booster Club, English Learner Advisory Committee (ELAC), and Site Council parent groups that support the school and community. Parents contribute to our athletic, music, drama, scholarship, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Pirate Festival, Parent Pledge Drive, Poker Tournament, and Drive for Schools. Boosters support academics, extracurricular programs, AVID, and our library. The Booster Club has created communications and hospitality subcommittees to support school-home communication and appreciate staff. Boosters and ELAC work together on projects and jointly sponsor events like the spring Academic Awards Night, staff-appreciation luncheon, and parent movie screening events. ELAC supports parents of English language learners through meetings focused on the college application process, teenage issues, parenting and school connection. ELAC hosts the annual Pirate Festival in the spring as a fundraiser for the ELAC scholarship. In addition, many of our parents participate in the School Site Council, Scholarship Committee, WASC focus groups, and Grad Night Committee. The Principal holds monthly morning coffee conversations with a representative from the counseling office, the Athletic Director, and School Community Coordinator to discuss school events, answer questions, and collaborate on issues of concern with stakeholders. To get involved, please contact Principal Amariah Hernandez at amariahhernandez@sccs.net, or call or visit the school office - (831) 429-3810.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.6	3.5	5.5	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	92.6	91.9	92.5	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	253	234	92.5
<b>Female</b>	130	118	90.8
<b>Male</b>	122	115	94.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	128	114	89.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	16	16	100.0
<b>White</b>	95	91	95.8
<b>English Learners</b>	45	36	80.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	17	13	76.5
<b>Socioeconomically Disadvantaged</b>	151	135	89.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	27	19	70.4

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1082	1062	297	28.0
Female	526	518	150	29.0
Male	554	542	146	26.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	1	0	0.0
Asian	27	25	1	4.0
Black or African American	9	9	4	44.4
Filipino	16	16	2	12.5
Hispanic or Latino	591	579	171	29.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	48	47	10	21.3
White	380	375	107	28.5
English Learners	150	146	58	39.7
Foster Youth	3	3	2	66.7
Homeless	20	20	13	65.0
Socioeconomically Disadvantaged	511	504	160	31.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	143	142	65	45.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	3.57	4.81	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.37	0.00	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0
Female	0.57	0
Male	8.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	4.47	0
English Learners	8.67	0
Foster Youth	0	0
Homeless	5	0
Socioeconomically Disadvantaged	7.05	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.39	0

## 2023-24 School Safety Plan

The School Safety Plan includes procedures for safety and for re-location of students in case of emergency and is available online and in the front office. The plan details drills, first aid, and evacuations, as well as mental-health guidelines, threat assessment protocols, and plans for coordination with the Santa Cruz Police Department. The School Safety Plan posted on the school's website in full and in a one-page summary form. The plan is approved by our School Site Council, the administrative team, and the SCCS School Board and it is revised each year. Staff participates in safety drills and online safety classes, where various modules for personal and site safety are tested. Staff receives training at monthly staff meetings regarding safety issues ranging from reporting hazards to duck, cover, and evacuate procedures. School behavior and policies are well publicized and strictly enforced. Two campus supervisors and two assistant principals monitor the campus and a School Resource Officer (SRO) is also available by call and is on campus three or four days during the week at lunch. Administrators and campus supervisors are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a visit by non-staff.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	19	11
Mathematics	27	5	24	5
Science	29	4	13	9
Social Science	29	3	16	13

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	29	
Mathematics	24	10	31	
Science	23	18	20	
Social Science	24	11	24	4

## 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	24	12	20	3
Mathematics	23	20	10	11
Science	23	9	25	1
Social Science	28	3	22	13

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	352.76

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.5

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,300	\$3,311	\$7,989	\$80,136
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-5.7	1.1
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	4.9	-24.4

## Fiscal Year 2022-23 Types of Services Funded

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. Harbor funds classes like English Language Development (ELD) and AVID, hires bilingual aides to support our newest English learners, learning tutors in math to support students taking online math courses and for a bilingual counselor. Local Control Funding Formula (LCFF) money is used to support programs and classes for English learners, including a school community coordinator position, our English Language Development classes and Newcomers program. LCFF funds our Response to Intervention (RTI) site coordinator and intervention courses in reading and math. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students. The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4
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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	1
Foreign Language	0
Mathematics	3
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## Professional Development

While there are three full days dedicated in the certificated school year calendar, Harbor High School includes at least 30 minutes of professional development (PD) at each of its monthly staff meetings. The three days of professional development is led by WestED, which has a focus on Integrated ELD. The focus of the site's PD are determined by our WASC recommendations, school goals, and indicators of student achievement, this year a continued focus on ELL students and ELD. Finally, staff identified interest and need provide some of our direction for PD. Our Santa Cruz Instructional Leadership Team (SCIL) meets district-wide in August to prepare site PD plans that support the district LCAP goals. Harbor's SCIL team meets



## Professional Development

monthly to plan and analyze the school's progress towards our professional development goals, which are assessed at the end of the school year in June and developed again in August. The SCIL team works with administrators to determine the method of PD as well as how the PD will be led with the staff. Our District Office requests a site Professional Development plan from Principals most years. Those PD plans are submitted in August or September and they align with our SCIL focus and SPSA.

Harbor's Single Plan for Student Achievement (SPSA) is an annual plan of actions to raise the academic performance of all students with an emphasis on our areas of growth as indicated in our WASC recommendations and student performance data. Since becoming an International Baccalaureate (IB) school in 2020, there has been IB training attended by every IB teacher and most teachers in core subjects like English, math and science. Our district recently transitioned to a new student information system, for which PD was included this year as well.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3

# Mission Hill Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard)

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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Mission Hill Middle School
<b>Street</b>	425 King Street
<b>City, State, Zip</b>	Santa Cruz, CA 95060-3411
<b>Phone Number</b>	(831) 429-3860
<b>Principal</b>	Derek Kendall
<b>Email Address</b>	derekkendall@sccs.net
<b>School Website</b>	<a href="https://www.missionhill.sccs.net/">https://www.missionhill.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698236060156

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

A Message from the Principal:

Mission Hill Middle School is located on the central coast of California in a residential community on the west side of Santa Cruz. We are situated between King Street and Mission Street, within walking distance of downtown, and in close proximity to the University of California Santa Cruz. Mission Hill serves about 500 students in grades 6 through 8, and our student body reflects the wide range of socioeconomic and cultural diversity found in the neighborhoods of west side Santa Cruz.

Through partnership and collaboration with its stakeholders, Mission Hill is able to provide a safe environment for students and a positive school climate that supports all learners. Mission Hill places great value on academic rigor while also being mindful of the unique, social-emotional needs of adolescents. This sentiment is apparent in our school mission: "Engaging students' hearts and minds; every student, every day." In addition to rigorous academic instruction, we also support students in the pursuit of the Maverick Essentials - Perseverance, Responsibility, Integrity, Innovation, Collaboration. The Essentials are referenced in our school vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world

## 2023-24 School Description and Mission Statement

with responsibility and integrity."

Mission Hill Middle School believes:

- all students should be known and valued.
- all students can learn.
- rigorous academic instruction is essential to students' academic growth.
- safe, respectful, and caring environment support student success.
- in high expectations for all learners.
- music and the arts are important.
- equity is essential for all students to feel connected and be successful.
- in doing whatever is necessary to close the achievement gap.
- in challenging all learners.
- demographics should not determine outcomes.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	162
Grade 7	162
Grade 8	220
<b>Total Enrollment</b>	<b>544</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	2.6%
Black or African American	1.3%
Filipino	0.4%
Hispanic or Latino	34.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.6%
White	54.4%
English Learners	9%
Foster Youth	0.2%
Homeless	0.4%
Migrant	1.3%
Socioeconomically Disadvantaged	35.3%
Students with Disabilities	17.1%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	78.35	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.40	15.93	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.10	1.01	12115.80	4.41
<b>Unknown</b>	1.60	5.68	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	28.10	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.10	86.48	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.30	10.66	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	2.86	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	31.40	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	0.00
Misassignments	3.20	3.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.40</b>	<b>3.30</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.00	0.10
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.90</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.9	12.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.1	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	District created standards aligned curriculum maps for each course (English 6, English 7, English 8) Adopted 2023	Yes	0%
<b>Mathematics</b>	College Preparatory Mathematics (CPM) Core Connections (Middle School) Courses 1, 2, 3, & (High School) Integrated 1 Adopted 2013	Yes	0%
<b>Science</b>	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019	Yes	0%
<b>History-Social Science</b>	National Geographic World History Ancient Civilizations - 6th Adopted 2021  National Geographic World History Medieval and Early Modern Times - 7th Adopted 2021  McGraw Hill Impact California Social Studies: US History and Geography Adopted 2021	Yes	0%
<b>Foreign Language</b>	Senderos Spanish 1 Vista Higher Learning Adopted 2023	Yes	0
<b>Health</b>	N/A	Yes	
<b>Visual and Performing Arts</b>	N/A	Yes	

## School Facility Conditions and Planned Improvements

Mission Hill Middle School is a beautiful and historic Santa Cruz building, which will turn 100 in 2030. We are constantly working to maintain and upkeep its old-world charm, while simultaneously updating and improving it for 21st Century learning. In addition to the main building, we have a large and small gym, two PE locker rooms, a shop building, and a free-standing math wing. An artificial turf field was completed in 2021, which provides athletic and recreational space for our Mighty Mavericks and community organizations. Classrooms are spacious, bright, and modernly furnished. We have a spacious, and newly renovated, auditorium with a stage and state-of-the-art lighting. Our main halls are lined with student lockers, allowing us to be an "away for the day" school. Students keep their backpacks secure in their locker, which helps ensure safe clean hallways and clutter-free classrooms with minimal tripping hazards. The front yard of our school includes raised planter beds, an electronic marquee, a rain shelter, several student-created mosaic benches, new fencing and bike cage, and an automatic gate allowing access to the staff parking lot. Other recent improvements include new roofing and insulation on the main building and the large and small gyms, new electrical switchgear, installation of interactive flat panels in all classrooms, updated science classrooms, and a new multi-purpose space. Our custodial staff maintains the main building, gyms, and outdoor areas daily.

In the summer of 2023 all buildings were painted, and new windows are set to be installed in the summer of 2024. In the Fall of 2023, an automated keyless door-locking system was installed campus-wide. In the next 3-5 years, Mission Hill will break ground on a new building, which will eventually house state-of-the-art science classrooms and an additional multi-purpose space.

**Year and month of the most recent FIT report**

November 2023

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	58	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	43	40	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	534	523	97.94	2.06	57.74
<b>Female</b>	260	257	98.85	1.15	64.98
<b>Male</b>	274	266	97.08	2.92	50.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	85.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	182	180	98.90	1.10	32.78
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	37	35	94.59	5.41	80.00
<b>White</b>	291	284	97.59	2.41	69.37
<b>English Learners</b>	36	36	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	196	192	97.96	2.04	32.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	92	89	96.74	3.26	16.85

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	534	522	97.75	2.25	40.23
<b>Female</b>	260	256	98.46	1.54	37.89
<b>Male</b>	274	266	97.08	2.92	42.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	71.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	182	178	97.80	2.20	19.66
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	37	35	94.59	5.41	57.14
<b>White</b>	291	285	97.94	2.06	49.82
<b>English Learners</b>	36	36	100.00	0.00	2.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	196	192	97.96	2.04	20.31
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	92	87	94.57	5.43	4.60

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.16	51.66	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	213	97.26	2.74	51.64
Female	111	109	98.20	1.80	46.79
Male	108	104	96.30	3.70	56.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77	4.23	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	90.91
White	126	123	97.62	2.38	60.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	76	97.44	2.56	32.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	11.76

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	97%	97%	97%	97%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Mission Hill Middle School offers numerous opportunities for parents to be involved in school activities and school leadership. Our Parent Teacher Student Association (PTSA) sponsors educational events for our parent community and provides a safe space for parents to connect and contribute their ideas to school administration. Our English Learner Advisory Committee (ELAC) meets monthly and oversees the implementation of our English Language Learner program. Parents can choose to run for election to the Site Council which consists of teachers, students, classified staff, and administrators working together to create the Single Plan for Student Achievement (SPSA) and to oversee the school budget. Parents can also volunteer to assist with many activities and events, including but not limited to:

- lunch time supervision
- ball shed monitoring
- classroom volunteering
- chaperones for field trips, school dances, and performing arts events
- staff appreciation events
- planning team for promotion events

To become more involved, please call or visit the school office - (831) 429-3860

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	556	144	25.9
Female	277	271	75	27.7
Male	288	285	69	24.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	14	14	1	7.1
Black or African American	7	7	4	57.1
Filipino	2	2	2	100.0
Hispanic or Latino	198	194	50	25.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	38	6	15.8
White	302	298	81	27.2
English Learners	53	52	12	23.1
Foster Youth	1	1	0	0.0
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	213	208	64	30.8
Students Receiving Migrant Education Services	9	7	1	14.3
Students with Disabilities	105	103	33	32.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	4.07	0.35	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.18	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.18
Female	0.36	0.36
Male	0.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.66	0.33
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Mission Hill's Safety Committee, the School Site Council (SSC), and English Learner Advisory Committee (ELAC) update the School Safety Plan and give information about the plan to staff and students. We hold fire, earthquake, lockdown drills in accordance with California law. We also follow county-wide emergency response protocols for evacuation, reverse evacuation, hall check, and lockdown. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators, teachers, and counselors participate in supervision at drop-off, brunch, lunch, and dismissal. The most recent revision to our School Safety Plan (Fall 2023) emphasizes prevention and early intervention for discipline issues, crisis management, positive school climate, and student connectedness.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	8	12	
Mathematics	22	8	8	1
Science	27		13	
Social Science	27		13	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	13	
Mathematics	21	10	12	
Science	26		15	
Social Science	25	3	13	

## 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	21	9	11	1
Mathematics	22	9	11	0
Science	28	1	12	0
Social Science	26	2	13	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	362.67

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,522	\$2,776	\$7,746	\$80,230
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-8.8	-7.5
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	16.1	-21.6

## Fiscal Year 2022-23 Types of Services Funded

In alignment with our SCCS District goals, Mission Hill uses State and Federal funds programs in academic literacy, mathematics, English language development, and social/emotional learning. In addition to highly qualified teachers, we use funds to employ a variety of paraeducators to support students in small group and 1:1 interventions, including multilingual instruction and math and English tutoring. We also offer grade level English language development classes and grade level AVID classes, which serve many EL and socioeconomically disadvantaged students. Funds are allocated to offer tier 2 intervention courses, such as Math Plus, Math Mentors, and Read Plus, and tier 3 intervention courses such as Read 180, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) and Mindset Math. Mission Hill also offers an after school program, which provides students with academic tutoring, as well as enrichment opportunities, such as art, drama, cooking, and robotics.

Funds are allocated toward school connectedness and social/emotional wellbeing, both of which are essential to student success. We employ 2 counselors, a mental health specialist, an attendance clerk, a health clerk, a campus supervisor, an activities director, and an athletic director. Positive Behavior Interventions and Supports (PBIS) is an essential part of our school culture, and a PBIS coordinator lead Mission Hill in earning a silver medallion in program implementation in 2023. We are currently working on earning a gold medallion in 2024. Mission Hill funds a robust and active 3-season athletics program and many student clubs that meet weekly

Funds are also used for professional development. This year, Mission Hill staff are participating in integrated ELD, PBIS, anti-racist leadership, and standards based grading PD's.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

Every Wednesday, students are released early and teachers have collaborative team time or professional development time from 2:00-3:30PM. This weekly schedule allows staff time to focus on supporting all students in meeting or exceeding mastery of academic content/skills.

During collaborative team time, teachers work with department and subject alike colleagues on aligning essential learnings and formative assessments across similar courses, and examining student work to monitor progress toward essential learnings. Additionally, collaborative team time is an opportunity for teachers to design effective re-teaching experiences. This year, each content area has 2 days designated for joint collaboration with our colleagues at Branciforte Middle School. During our collaborative time, staff examine the following data sources:

- common formative assessments

## Professional Development

- common summative assessments
- district writing assessments
- iReady scores
- CAASPP scores
- attendance data
- behavior data
- grade data

This data informs our decisions regarding instructional practices within individual courses, our decisions regarding the focus of professional development (Tier 1 strategies), and the development of our Tier 2 and 3 interventions.

Professional development at Mission Hill is two-fold. First, all certificated staff participate in 3 all-day professional developments (August, October, January) which focus on our over-arching school-wide goals of integrated ELD, equitable learning environments, standards-based grading, and PBIS implementation. Second, teachers self-select a specific area of interest to focus on over the course of 7 Wednesday afternoons throughout the year. We currently have three active PD strands, with approximately 12 teachers in each strand. In May of 2024, each strand will showcase their work with the rest of the staff.

In addition to site PD, all staff (certificated and classified) are encouraged and financially compensated to participate in District and County professional development.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	15	15

# Monarch Community Elementary School/Branciforte Small Schools Campus

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



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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

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

### DataQuest



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

### California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Monarch Community Elementary School/Branciforte Small Schools Campus
<b>Street</b>	840 North Branciforte Ave.
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 429-3898
<b>Principal</b>	Michelle McKinney
<b>Email Address</b>	michellemckinney@sccs.net
<b>School Website</b>	<a href="https://bssc.sccs.net">https://bssc.sccs.net</a>
<b>County-District-School (CDS) Code</b>	44698156108203

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Monarch, "a small school with a big heart", is an alternative school of choice. We provide a developmental approach, where each child is seen as an individual with various strengths and needs. Our curriculum uses science and social studies themes from the Common Core Standards to teach both basic skills and critical thinking to our students in mixed-age groups. At Monarch, students learn to use their hearts and minds well.

The foundation of our program is a robust social-emotional curriculum, based on the Positive Discipline philosophy. Our goal is to create a healthy environment of mutual respect and dignity for both children and adults, as well as to foster good communication and problem-solving skills. This foundation gives the academic curriculum a place to root and grow.

Monarch is located on the Branciforte Small Schools Campus (BSSC) and has five multi-age classrooms. Children are grouped according to their academic and social needs, not according to their age alone. The school benefits from the support of the nonprofit Monarch Community Board, a group of parents that supports parent participation, parent education, and fund-raising within our school community. Parent participation is critical to the running of the school and the spirit of the community.

### Major Achievements

Each year, students successfully "graduate" from Monarch to Branciforte and Mission Hill Middle Schools, Alternative Family Education (AFE) Home school, Georgiana Bruce Kirby Preparatory School and Pacific Collegiate Charter School.

Graduating students demonstrate their mastery of our exit criteria to a panel of adults and peer students. Graduating students present evidence showing their academic growth in all subject areas including Math and English Language Arts, as well as

## 2023-24 School Description and Mission Statement

leadership development, while at Monarch School. In 2010, the Monarch staff presented their work on the exit criteria program at the Fall Forum, the national conference for the Coalition of Essential Schools. During Distance Learning, Monarch is continuing the Exit Criteria project, where graduating students must demonstrate that they are ready to move on to middle school by presenting work from their portfolios to a panel of teachers, parents, visiting educators and administrators, and student peers.

### Inspired Purpose

A community of creative problem-solvers learning to use their hearts and minds together.

### Vision

Monarch students are expressive communicators and creative problem-solvers who are willing to take risks. They take on leadership roles and have a voice in the school. They are competent and confident learners, both individually and in groups. Monarch students use their minds well: they find evidence, see from multiple viewpoints, discover connections, make suppositions, and determine relevance (Habits of Mind). They display personal best effort and are kind and helpful. They demonstrate listening skills and the ability to follow directions. Students develop a strong social consciousness that manifests in real social action. Monarch parents are involved in shared governance through active membership in Site Council and the Monarch Community School Parent Board. They are fundraisers. They are actively involved in school wide jobs. They are committed to clear communication with each other, the staff, and the students. Monarch parents are partners in supporting the educational mission of the school.

### Mission

Students learn a foundation of skills and knowledge and a curiosity for learning that will serve them well in life and in their academic careers. The Monarch "Bill of Rights" is the guide post for eliciting safe, pro-social behavior. All students are known well by many adults, including parents who volunteer in the classroom. The small size of the school, as well as parental and campus-wide involvement, help to create positive school climate and a sense of community. Students are usually grouped according to their learning needs, not their grade level or age. Students take responsibility for their learning and the learning of their fellow students by creating and evaluating learning goals, developing excellent Habits of Mind, creating culminating projects, exercising choices at multiple points in the curriculum, and initiating real-world actions, including community service. Curriculum and instructional strategies are planned collaboratively and adapted to the learning styles and developmental stages of the students.

### Leadership

Michelle McKinney is the principal of Branciforte Small Schools Campus including Monarch. She comes to the site with 11 years as a classroom teacher in both alternative and comprehensive education; seven of those years included serving as Lead Teacher for the school. Michelle holds a Multi-Subject Teaching Credential and a School Administration credential. She is a former teacher at Monarch and is functionally multilingual in Spanish, French and English.

Parents, students, and all staff take part in decision making at Monarch Community School. The staff and the Monarch Parent Board work together to shape our students' educational experience.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	15
Grade 2	23
Grade 3	25
Grade 4	20
Grade 5	16
Total Enrollment	117

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
Asian	4.3%
Black or African American	0.9%
Hispanic or Latino	19.7%
Two or More Races	12%
White	61.5%
English Learners	6.8%
Migrant	0.9%
Socioeconomically Disadvantaged	23.1%
Students with Disabilities	11.1%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.70	100.00	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	5.70	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.70	100.00	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	4.70	100.00	89.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001	Yes	0%
<b>Mathematics</b>	Eureka Math/Great Minds Adopted 2016	Yes	0%
<b>Science</b>	FOSS: Full Option Science System - Delta Education Adopted 2007	Yes	0%
<b>History-Social Science</b>	History & Social Science (CA Edition) - Pearson Scott Foresman Adopted 2006	Yes	0%
<b>Visual and Performing Arts</b>		Yes	

### School Facility Conditions and Planned Improvements

Monarch is located in a beautiful and historic building on the Branciforte Small Schools Campus.

**Year and month of the most recent FIT report**

November 2023

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	66	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	47	47	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	32	52.46	47.54	65.63
Female	31	16	51.61	48.39	75.00
Male	30	16	53.33	46.67	56.25
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	12	6	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	20	50.00	50.00	70.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	5	31.25	68.75	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	2	16.67	83.33	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	61	32	52.46	47.54	46.88
<b>Female</b>	31	16	51.61	48.39	56.25
<b>Male</b>	30	16	53.33	46.67	37.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	12	6	50.00	50.00	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	20	50.00	50.00	45.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	5	31.25	68.75	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	12	2	16.67	83.33	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	16	9	56.25	43.75	--
<b>Female</b>	11	6	54.55	45.45	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	6	50.00	50.00	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	88%	94%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

The parent-run Monarch Community Board is a nonprofit organization that oversees parent participation, parent education, fundraising, and community development. Monarch is a family-participation school and has a family-participation agreement. Family participation is expected in the classrooms, and in school-wide jobs that help the school function. Family members are also expected to help with fundraising, read all school communications, and attend parent meetings. We depend on and highly value our families' support and involvement.

In addition, parents can choose seats on standing school, site and district committees such as School Site Council, ELAC, LCAP oversight committee, and Santa Cruz Education Foundation.

To become more involved, please call or visit the school office - (831) 429-3898.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	119	23	19.3
Female	60	60	16	26.7
Male	59	59	7	11.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	24	24	10	41.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	2	14.3
White	73	73	9	12.3
English Learners	8	8	2	25.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	28	28	10	35.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	20	20	5	25.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2023-24 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	23		5	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	8	3		
2	12	2		
3	9	1		
4	9	2		
5	9	2		
Other	13	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	0	0
1	8	2	0	0
2	12	1	0	0
3	12	2	0	0
4	10	2	0	0
5	16	1	0	0
6	0	0	0	0
Other	12	1	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	292.5

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.4
<b>Library Media Teacher (Librarian)</b>	0.1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,989	\$3,364	\$9,625	\$97,545
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	12.9	-12.0
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.4	-25.9

## Fiscal Year 2022-23 Types of Services Funded

In 2022-23, LCFF Supplemental funds supported a .4 counselor, a .4 Math RtI Coordinator and a full-time Parent Community Coordinator. Additionally, ESSER funds continued to support a social emotional counselor, tutoring, after school support and additional paraeducator support.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

Teachers devote two afternoons per month to improve their skills as a Professional Learning Community (PLC) and to study student data through the process of a cycle of inquiry. Teachers have a clear process in place for identifying areas for improvement and utilizing professional development resources to support their curriculum planning. Teachers participate in professional development offered by the district and county office of Education as it pertains to the school-wide goals for the year.

23-24 professional development has three areas of focus:

Academic Literacy/ELL -

- Staff will receive training for implementation of Benchmark Phonics curriculum.
- With the addition of .4 Response to Intervention Specialist, staff will develop systems and implementation of Intervention cycles in order to meet students' literacy needs.
- Staff will create a Curriculum Map that articulates schoolwide guaranteed and viable instruction for K-5 content standards.
- Continue Readers workshop professional development for all grade levels including monthly development of implementation of Readers Workshop and the Science of Reading with consultant.

Mathematics -

- 3/5 staff will participate in math summer professional development and share their learning during monthly PD meetings; schoolwide commitment to implementation of Thinking Classroom structures.
- With the addition of .4 Response to Intervention Specialist, staff will develop systems and implementation of Intervention cycles in order to meet students' math learning needs.
- Staff will develop norms regarding improved integration of math instruction into thematic units.

School connectedness -

- In consultation with SCCS staff, MCS will implement PBIS structures.
- Provide Music Instruction and other art opportunities

## Professional Development

22-23 professional development has three areas of focus with sub-foci areas:

Academic Literacy/ELL - a. Establish baseline with new standardized reading assessment (iReady) for 3rd-5th grade students administered within the first two weeks of the school year. Staff will analyze data and work with students to set reading progress goals. Staff will participate in regular review of progress towards goal achievement. PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis.

b. Provide Readers workshop professional development for Launch on August 5, 2022 with C&I followed by monthly development of implementation of Readers Workshop and the Science of Reading with consultant.

c. Provide Science of Reading professional development to round out comprehensive ELA workshop.

d. Utilize staff meeting time to develop a novel social studies theme centered around indigenous peoples of the Santa Cruz and Monterey Bay areas.

Staff will work to identify appropriate student level texts and resources.

e. Funding for peer mentoring of new staff in 22-23

Mathematics - a. PLC will complete one Problem of the Month and/or MARS Task common assessment in order to better understand how to support students in building growth mindset, perseverance and applying Math Practice Standards

b. 2/5 staff will participate in summer professional development and share their learning during monthly PD meetings

c. Establish baseline with new standardized math assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year. Staff will analyze data and work with students to set reading progress goals. Staff will participate in regular review of progress towards goal achievement. PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis

School connectedness - a. Staff will participate in summer reading related to a well-functioning PLC team.

b. Consultant Services with ROsE Consulting for training in Trauma Informed, Neuro-Resilient principles and practices in community with all BSSC programs.

21-22 professional development has three areas of focus:

Academic Literacy/ELL - Implement data dives into formative and summative data sources in order to plan effective re-engagement strategies. Research, train staff and implement systematic spelling instruction within a Writer's Workshop (UDL) format. The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.

Achievement in Mathematics - Implement data dives into formative and summative mathematics data sources in order to plan effective re-engagement strategies. The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.

School Connectedness - Learn from experts the developmental and learning characteristics of students with Autisms. Provide professional development for new staff in Trauma-Informed practices provided by COE personnel

Re/certify in Positive Discipline in the Classroom Learn more about Twice Exceptional/Neural atypical students through a webinar series and in-service from Behavioral Specialists. Provide Music Instruction and other enrichment opportunities.

20-21 professional development had two areas of focus:

Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff.

School Connectedness - In efforts to maintain zero suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This is facilitated by an outside consultant, admin and the lead teacher. In monthly PLC meetings, staff is participating in a book study related to trauma-informed practices.

19-20 professional development had two areas of focus:

Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. An outside consultant/coach facilitated this part of the professional development. 2. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff. 3. A veteran teacher has analyzed writing samples with a lens for areas for improved support for students learning English as an additional language. 4. A representative from Behavioral Specialist firm performed two hours of PD regarding working with neuro-diverse students.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and

## Professional Development

self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

18-19 professional development had two areas of focus:

Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. An outside consultant/coach facilitated this part of the professional development.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	13	13

# Santa Cruz High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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



## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Santa Cruz High School
<b>Street</b>	415 Walnut Ave
<b>City, State, Zip</b>	Santa Cruz, CA 95060-3633
<b>Phone Number</b>	(831) 429-3960
<b>Principal</b>	Michelle Poirier
<b>Email Address</b>	michellepoirier@sccs.net
<b>School Website</b>	<a href="http://schs.sccs.net/">http://schs.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	4469823447109

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Santa Cruz High School is the oldest high school in Santa Cruz, opening in 1875. It occupied the 4th floor of a school building that sat atop Mission Hill for about 20 years before moving to a new building on its current site in 1895. Sadly, the building burned to the ground in 1913 and the community immediately began work on the current building, which SCHS has continuously occupied since 1915. Santa Cruz High is a comprehensive public school with a student population of approximately 1,100 in grades nine through twelve. It is noted for its very rich tradition of academic excellence and diverse student body. Students from various racial, cultural, and socioeconomic backgrounds and lifestyles join together to enrich their personal and academic experiences in an unusually compatible atmosphere.

The mission of SCHS is to ensure high levels of learning for all students and adults. The vision of the school is to “nurture lifelong learners who demonstrate critical thinking, creativity, integrity and personal responsibility as members of our school and greater community. We collaborate to ensure equity to achieve college and career readiness for all students.” Recognized as a California Distinguished School in 2011, SCHS has a proven record of improving student achievement and has a strong commitment to assisting students achieve their academic goals. By mapping a four-year academic plan at the beginning of their first year, students are encouraged to set high academic goals and are given the tools to adjust that plan to fit changing circumstances and goals.

Santa Cruz High School offers Advanced Placement (AP) and honors courses in content areas including Science, Mathematics, English Language Arts, French, Spanish, Social Sciences, Computer Science, and Fine and Performing Arts. SCHS also offers a variety of elective and Career Technical Education courses, including Ceramics, Dance Choreography, Drawing and Painting, Jewelry Design, Photography, Video Production, Woodworking, Instrumental and Vocal Music, Theater, Auto, and the Advancement Via Individual Determination (AVID) program, which supports students who aim to be first-

## 2023-24 School Description and Mission Statement

generation college students. Student athletes compete in more than 10 sports. A variety of extracurricular clubs and programs enrich students' lives.

Santa Cruz HS, recognized as a California Distinguished School in 2011, has a proven record of improving student achievement and has a strong commitment to assisting students achieve their academic goals. By mapping a four-year academic plan at the beginning of their first year, students are encouraged to set high academic goals, and given the tools to adjust that plan to fit changing circumstances and goals.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	267
Grade 10	302
Grade 11	292
Grade 12	231
<b>Total Enrollment</b>	<b>1,092</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.1%
Asian	2.9%
Black or African American	2.3%
Filipino	0.5%
Hispanic or Latino	29.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.4%
White	55.5%
English Learners	3.7%
Foster Youth	0.1%
Homeless	0.5%
Migrant	0.5%
Socioeconomically Disadvantaged	29.4%
Students with Disabilities	8.9%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.90	87.15	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.50	9.58	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.40	2.10	1.01	12115.80	4.41
<b>Unknown</b>	0.80	1.85	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	46.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.10	86.20	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.25	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.40	12.08	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.20	0.47	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	53.50	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.90
Misassignments	4.50	4.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.50</b>	<b>6.40</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	15.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	9

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
<b>Mathematics</b>	Core Connections - Integrated Math I, II, III - CPM Adopted 2016	Yes	0%
<b>Science</b>	Model Based Biology - MBER Biology Team UC Davis Adopted 2019  Biology - Houghton Mifflin Adopted 2007  Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020  Chemistry - Pearson Prentice Hall Adopted 2007  Active Physics - Activate Learning Adopted 2018  Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007  AP Environmental Science - Wiley & Sons / People's Publishing Adopted 2011	Yes	0%
<b>History-Social Science</b>	IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020  IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill Adopted 2020  IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020  IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020	Yes	0%
<b>Foreign Language</b>	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>		Yes	0%

## School Facility Conditions and Planned Improvements

Santa Cruz High School is the oldest comprehensive high school in the district. The facade of the school's main building reflects the era (1914) in which it was built. The campus incorporates various structures, including the gymnasium, pool, shops, music, science, home economics, and math buildings, and the cafeteria and library. The Trident Building, which holds the physics lab, and a ceramics studio, is our second-oldest structure. Students as far back as the Class of 1945 recall journalism classes in the Trident Building. Santa Cruz High's campus also includes multiple shop buildings, where auto, wood, bicycle technology, digital photography, and computer technology classes are held. SCHS continues to work with the District Facilities Department to identify needed maintenance and facility repairs. Plumbing in the main building has been replaced and the gym has been repainted, along with a variety of roofing projects. Upcoming improvements using bond money include construction of new bathrooms, renovation of the kitchen-cafeteria complex, renovation of the home economics building classrooms, science labs, window/door replacements, new stadium seating and lighting, along with modernizing the lighting and technological infrastructure campus-wide.

Year and month of the most recent FIT report

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	62	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	49	46	36	35	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	286	274	95.80	4.20	61.54
<b>Female</b>	154	146	94.81	5.19	69.86
<b>Male</b>	132	128	96.97	3.03	51.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	86	82	95.35	4.65	54.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	62.50
<b>White</b>	161	153	95.03	4.97	65.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	84	94.38	5.62	60.24
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	23	22	95.65	4.35	13.64

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	286	272	95.10	4.90	45.96
<b>Female</b>	154	145	94.16	5.84	46.90
<b>Male</b>	132	127	96.21	3.79	44.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	86	80	93.02	6.98	30.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	29.41
<b>White</b>	161	153	95.03	4.97	56.21
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	85	95.51	4.49	38.82
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	23	21	91.30	8.70	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.41	43.63	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	215	206	95.81	4.19	43.20
Female	111	107	96.40	3.60	44.86
Male	103	98	95.15	4.85	40.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	32.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	61.11
White	111	107	96.40	3.60	47.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	64	94.12	5.88	29.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	0.00

## 2022-23 Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as ROP) are open to all students. Many SCHS students enroll in CTE classes that assist them in learning about a variety of subjects in the world of work. The classes offered at SCHS include, Computer Science, CTE Computer Graphics, CTE Auto Shop, CTE Video, CTE Bicycle Performance, CTE Desktop Publishing, CTE Web Design, CTE Photo, etc. Students are able to also enroll into many of the CTE classes offered throughout Santa Cruz County including Culinary Arts, Fire Technology, Medical Occupations and others.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	341
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.73
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	79.12

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94%	93%	94%	94%	91%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Santa Cruz High School parents can join our School Site Council (SSC), the Site Bond Committee, the English Learner Advisory Committee (ELAC), Parents of African American Heritage Students (PAAHS), the Cardinal Club (Athletic Boosters), SCHS Band Boosters, and the SCHS Parent Teacher Association (PTA). Parent organizations help plan and participate in various community-building events, including fundraising and volunteering at the site. As a result of PTA fundraising efforts, the staff and students have benefitted from the installation of a new computer lab in the Santa Cruz HS Library, a new sound system for the gym, classroom and instructional supplies for teachers, and other technology equipment and support for student organizations such as Mock Trial and Leadership. In the fall of each year, our Counseling Department sponsors Academic Planning Workshops for ninth grade students and their parents to map out the students' academic pathways. The pathways are then used for reference as students schedule their classes for upcoming years. Parents attend Back-to-School Night in the fall and spring semesters, where they follow shortened schedules of their student's classes and hear from teachers about curricula and expectations for their student's academic success. In the spring, eighth grade parents are invited to visit department presentations of our academic and elective programs.

The contact person for parent involvement is Anna Miller, the principal's secretary, who can be reached at (831) 429-3960, extension 50200.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.4	2	3	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	94.5	97.4	96.2	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	234	225	96.2
<b>Female</b>	123	118	95.9
<b>Male</b>	110	106	96.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	70	68	97.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	19	18	94.7
<b>White</b>	125	120	96.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	23	23	100.0
<b>Socioeconomically Disadvantaged</b>	102	100	98.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	18	16	88.9

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1131	1104	253	22.9
Female	560	545	131	24.0
Male	569	557	122	21.9
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	33	32	4	12.5
Black or African American	25	25	10	40.0
Filipino	7	7	3	42.9
Hispanic or Latino	336	322	90	28.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	100	97	22	22.7
White	618	609	122	20.0
English Learners	44	43	14	32.6
Foster Youth	1	1	0	0.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	346	338	97	28.7
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	102	99	45	45.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.59	3.80	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.35	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8	0.35
Female	2.68	0
Male	4.92	0.7
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	20	0
Filipino	0	0
Hispanic or Latino	5.65	0.6
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1	0
White	2.75	0.32
English Learners	2.27	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.36	0.87
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.9	1.96

## 2023-24 School Safety Plan

The School Safety Plan process ensures that the school will have a current comprehensive plan that results from a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school

campus. The Santa Cruz High School Comprehensive School Safety Plan is reviewed annually by teachers, students, and parents in leadership groups, including the English Learners Advisory Committee and the School Site Council. The 2023-2024 School Safety Plan was last reviewed in December 2023 and will be approved by the SCCS School Board in February 2024.

Key components of the plan include the following:

- 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

There are two campus supervisors who monitor school grounds before and after school and throughout the school day. A Santa Cruz Police Department School Resource Officer (SRO) visits the campus daily. Visitors to the campus must register in the main office. Santa Cruz High School is an open campus, and students are allowed to leave the site at lunch and at breaks. We hold regular fire drills and have earthquake, disaster and lock-down (Intruder on Site) drills at least twice a year. Our Safety



## 2023-24 School Safety Plan

Plan includes exit routes, evacuation sites, procedures for emergencies, and inventories of emergency supplies. Our staff has also participated in a review of our Emergency Planning and Procedures Handbook, including in-depth training on school evacuation procedures. This document was developed in order to provide staff with a quick reference guide on the several areas of school safety and emergency response in a variety of situations. The faculty also participates in monthly safety updates and a review of building safety procedures. In 2023, Santa Cruz High School became one of two pilot campuses in our district to implement an emergency messaging system called Catapult EMS. Catapult EMS allows any staff member to very quickly report a concerning incident to the Site Safety Team, which can react by classifying the incident and communicating to staff as to what actions to be taken. Staff accounts for all students whereabouts in the opening moments of a safety incident.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	16	2
Mathematics	31	4	13	12
Science	29	2	9	5
Social Science	32	1	8	6

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	21	
Mathematics	22	14	26	
Science	26	4	15	
Social Science	25	3	14	1

## 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	23	7	17	1
Mathematics	27	5	24	3
Science	26	4	13	2
Social Science	27	5	12	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	330.91

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,448	\$1,878	\$7,571	\$78,650
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-11.1	-0.6
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	13.8	-16.2

## Fiscal Year 2022-23 Types of Services Funded

The district's Directors of Learning and Achievement administer state and federal funding. The Santa Cruz High School Single Plan for Student Achievement is updated each year to ensure that instruction is focused on students' academic and social emotional needs as shown by current local and state assessment results. The Santa Cruz High School Site Council a) develops and approves the plan and related expenditures in accordance with all state and federal laws and regulations, b) recommends the plan and expenditures to the governing board for approval, and c) provides ongoing review of the implementation of the plan with the principal, teachers, other school staff members, parents, and students. Our English Language Learners are supported through the Local Control Funding Formula (LCFF). LCFF funding provides a .17 FTE ELD Language and Literature support class, a full time bilingual paraeducator, instructional materials for English Language Development, a full-time School Community Coordinator, a full time Response to Intervention Coordinator, two sections of Math Intervention support classes, staffing for after and before school Peer Tutoring, and other supports the academic needs of English Learners, foster children, and homeless students.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	17
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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	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	6
Science	4
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	17

## Professional Development

During the 2023-2024 school year, faculty professional development was organized around formative assessment strategies that are embedded into instructional practices. These include communicating and referring to learning intentions and success criteria, eliciting evidence of student learning, providing students with feedback that moves learning forward, activating peers as resources for learning, and increasing student ownership of their own learning. Teachers were able to experience and practice research-backed strategies that are proven to improve student educational success.

In addition, all meetings of the faculty include demonstrated classroom community building strategies aimed at improving students' sense of belonging in their classes. Teachers experienced mindfulness training, a method that can help students gain calmness and sense of purpose. Additional topics in whole faculty settings include Integrated English Language Development techniques and culturally responsive instruction.

The structure for professional development in the 2023-2024 school year was built around three full days in August, October, and January. As well, time during monthly faculty meetings was devoted to additional topics, in particular the establishment of campus-wide agreements on cell phone use, during class bathroom use, the purpose and uses of Cardinal Connect time (40-minutes of advisory time per week per subject matter).

Faculty works with the facilitation of Santa Cruz Instructional Leaders (SCIL) to complete cycles of inquiry around standards, assessment, and instruction to align rigor and expectations for courses. Teachers meet in Professional Learning Communities (PLCs) with the expected outcomes of developing common assessments, reviewing and analyzing the results, and developing instructional strategies for improving student achievement.

Santa Cruz High School's Equitable Grading Team works to create alignment in grading practices with the goal of making all teachers' grading methods transparent, understandable, and fair. The process requires surfacing and exploring and seeking alignment around ideas of allowing students to retake assessments to demonstrate later mastery, to remove behavior from grades, and to based grades solely on level of student learning of agreed-upon standards.

Through attending job-alike professional development meetings twice a month, provided by the district Special Education Department, our Special Education teachers had the opportunity to share best practices and to participate in IEP Compliance Trainings. The trainings have been devised to train teachers how to align IEPs with compliance requirements as well as to revise and fix errors found in a state compliance audit.

## Professional Development

District-led professional development opportunities have been offered and our teachers have participated in PD in the areas of Read 180, MTSS Implementation, New Generation Science Standards, Math Teacher Leaders, and for the Santa Cruz Instructional Leadership Leaders (SCIL).

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	7	7

# Soquel High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Soquel High School
<b>Street</b>	401 Old San Jose Rd.
<b>City, State, Zip</b>	Soquel, CA 95073-2213
<b>Phone Number</b>	(831) 429-3909
<b>Principal</b>	Greg O'Meara
<b>Email Address</b>	gomeara@sccs.net
<b>School Website</b>	<a href="https://soquel.sccs.net/home">https://soquel.sccs.net/home</a>
<b>County-District-School (CDS) Code</b>	44698234437406

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	superintendent@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Soquel High School is a comprehensive public high school located in Soquel, California that educates 1,071 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed to supporting all students to achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

After a comprehensive self-study of curricular programs, Soquel received a maximum accreditation term of six (6) years by the

## 2023-24 School Description and Mission Statement

Western Association of Schools and Colleges. A highly successful 3 year Mid-Term Visit was conducted in the Spring of 2021, and the current accreditation term was certified. Soquel will host its next full self study accreditation visit in the Spring of 2024.

Soquel High School serves students throughout Santa Cruz County. Many students come from the county's urban centers Soquel, Capitola, Live Oak, Aptos, and Santa Cruz, while others come from the agricultural community of Watsonville. Santa Cruz County's population of 269,893 is 54% White/Non Hispanic, 40% Hispanic or Latino, 5% Asian, and 1% Black. Located 30 miles south of Silicon Valley, many Santa Cruz residents work in technology. Other important economic sectors are health care, agriculture, and tourism. 86.3% of Santa Cruz County residents over the age of 25 have a high school diploma, and 38.2% of Santa Cruz County residents over the age of 25 have a Bachelor's Degree or higher.

Soquel High's demographic data is similar to Santa Cruz County as a whole. Currently, for the 2023-2024 school year, 49.7% of students identified as white and 40.2% of students identified as Hispanic or Latino. 5.1% of our students are English Language Learners (ELL) and 28% are Re-designated Fluent English Proficient (RFEP). 32% of students are socioeconomically disadvantaged. 11% are part of our Special Education program. Last year, 97% of graduating seniors left Soquel High intending to attend either a four-year college or a community college.

Soquel High School is one of three comprehensive high schools in the Santa Cruz City School District, which serves over 6,000 K-12 students. The Santa Cruz City School District includes six elementary schools, two middle schools, three comprehensive high schools, a continuation school, an independent studies program, and a homeschool program. While some Soquel High Students come from Santa Cruz City School District middle and elementary schools, the majority of our students come from schools in the Soquel Elementary School District and Live Oak School District. Students at Soquel High live within driving distance of several colleges and universities. Santa Cruz County is the home to UC Santa Cruz and Cabrillo College. CSU Monterey Bay and San Jose State University are also close by.

Soquel High School Mission Statement:  
Educate - Engage - Empower

Soquel High School Vision Statement:  
Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

Soquel High School Values:  
Kindness, Collaboration, Equity, Diversity, Integrity, Responsibility, and Safety

The Soquel Staff is committed to ongoing and intentional efforts to improve school climate and culture. A large part of this effort is a commitment to strengthening relationships, and focusing on community. Our comprehensive array of student support is conducted through the lens of Restorative Justice Practices, student equity and the continual strengthening of our community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	252
Grade 10	290
Grade 11	239
Grade 12	193
Total Enrollment	974



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.3%
American Indian or Alaska Native	0.4%
Asian	1.7%
Black or African American	1.1%
Filipino	0.7%
Hispanic or Latino	39.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.2%
White	49.5%
English Learners	5.4%
Foster Youth	0.1%
Homeless	0.2%
Migrant	N/A
Socioeconomically Disadvantaged	33.3%
Students with Disabilities	12.3%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.80	78.46	169.00	79.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.13	1.50	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	11.31	29.20	13.73	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	2.48	2.10	1.01	12115.80	4.41
<b>Unknown</b>	2.90	6.62	11.20	5.27	18854.30	6.86
<b>Total Teaching Positions</b>	44.30	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.50	76.18	185.10	78.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.70	1.52	2.20	0.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.40	19.25	41.00	17.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	2.82	4.70	2.03	11953.10	4.28
<b>Unknown</b>	0.10	0.20	1.30	0.58	15831.90	5.67
<b>Total Teaching Positions</b>	49.20	100.00	234.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.00	9.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	<b>9.40</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.30
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	<b>1.30</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	15	22.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.4	6.1

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
<b>Mathematics</b>	Core Connections - Integrated 1 CPM Educational Program Adopted 2016  Core Connections - Integrated 2 CPM Educational Program Adopted 2016  Core Connections - Integrated 3 CPM Educational Program Adopted 2016	Yes	0%
<b>Science</b>	Model Based Biology - MBER Biology Team UC Davis Adopted 2019  Biology - McDougall Littell Adopted 2007  Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020  Chemistry - Pearson Prentice Hall Adopted 2007  Active Physics - Activate Learning Adopted 2018  Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007	Yes	0%
<b>History-Social Science</b>	IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020  IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill Adopted 2020  IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020  IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020	Yes	0%
<b>Foreign Language</b>	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
<b>Health</b>			0%

## School Facility Conditions and Planned Improvements

Soquel High, constructed in 1962, sits on a 49 acre lot and has three main classroom buildings, each with a courtyard in the center. In addition to the three main classroom buildings, the site has a multipurpose room used as a cafeteria and performance space, several shop buildings for CTE pathway classes (wood, auto, metal), a sustainable agriculture demonstration farm with a variety of plants and animals, and an athletic gymnasium with practice space. A new pool was completed in 2018-2019 using bond revenue. Future projects using bond money include modernization of all classrooms, removing portable classrooms, expanding and renovating the library, and replacing doors/windows/plumbing, and major infrastructure.

Year and month of the most recent FIT report

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	67	72	58	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	32	28	36	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	225	99.56	0.44	71.56
<b>Female</b>	115	115	100.00	0.00	75.65
<b>Male</b>	111	110	99.10	0.90	67.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	92	91	98.91	1.09	63.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	113	113	100.00	0.00	79.65
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	84	100.00	0.00	59.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	23	95.83	4.17	26.09

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	225	223	99.11	0.89	28.25
<b>Female</b>	114	113	99.12	0.88	30.97
<b>Male</b>	111	110	99.10	0.90	25.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	92	90	97.83	2.17	16.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	112	112	100.00	0.00	38.39
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	84	84	100.00	0.00	10.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	22	91.67	8.33	4.55



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	25.67	29.19	32.47	38.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	189	185	97.88	2.12	29.19
<b>Female</b>	93	90	96.77	3.23	30.00
<b>Male</b>	96	95	98.96	1.04	28.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	71	70	98.59	1.41	20.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	96	93	96.88	3.12	31.18
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	56	54	96.43	3.57	16.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	24	100.00	0.00	4.17

## 2022-23 Career Technical Education Programs

Soquel High offers students preparation for the world of work via Career Technical Education (CTE) courses and a career-focused academy. These courses and programs prepare students in career pathways in the areas of "Sustainable Agriculture and Natural Resources", "Public Safety", "Digital Media", "Construction, Manufacturing and Engineering", "Welding Technology", and "Horticulture/Floral Design". In addition to learning hands-on skills, students are required to complete a resume, cover letter and portfolio of their class work. These assignments are supported by our part time CTE school counselor. The CTE Counselor also assists in community outreach and the fostering of local business relationships corresponding to our CTE Career paths.

In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, while coaches and physical education teachers assist students in exploring careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments that are based on current data on local and national career trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	591
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.01
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.03

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96%	96%	97%	96%	97%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

##### Parent/Family Involvement:

Soquel High School is served by various parent and community organizations. The Soquel High Fund is a 501c3 foundation established to support our academic, arts, and athletic programs. In addition to fundraising, the Soquel High Fund supports our alumni network. Other parent forums for participation include the Soquel Music Foundation, The Soquel High School Bond Oversight Committee, The Soquel High School Performing Arts Building Oversight Committee, and The Soquel High School Site Council. Specifically, the School Site Council is responsible for annual input, adoption, and implementation of both the Single Plan for Student Achievement, as well as the Comprehensive School Safety Plan. Additionally, parents are full participants in the current Accreditation process (Western Association of Schools and Colleges (WASC)). Parent Focus Groups will meet twice during the 23-24 school year. All parents have access to a digital/on-line feedback platform to offer input on school operations, academic offerings, safety, climate, general satisfaction of the educational process at Soquel High School.

Another important parent forum is the English Learners Advisory Committee (ELAC). These meetings are typically held monthly, and are attended by parents of students with Limited English Proficiency (LEP). Parent leaders are chosen in an annual officer election. ELAC officers plan meeting topics such as SHS course offerings, test preparation, college applications and financial aid, using Illuminate to monitor student progress, and more. Every year, AP Spanish 4 students present to the ELAC committee about the needs to Hispanic or Latino and LEP students at Soquel High. ELAC parents also serve the school by providing dinner at Back to School Night and hosting an annual holiday celebration and awards for students who reclassify from LEP to Fluent English Proficient.

Parent leaders can also partner with school staff leaders and participate on the District Budget Advisory Committee, and a variety of other forums that arise to meet the needs of our students. Parents who are not involved in formal organizations have a variety of other opportunities to connect with Soquel High School. Families assist with sports, clubs, and extracurricular activities. Additionally, parents are apprised of school events on Soquel High School's website, electronic roadside marquee, online calendar, and weekly parent newsletter entitled "Knight Notes". Families are encouraged to meet their student's teachers, counselors, and administrators at the annual Back to School Night. Additionally, our Counseling Program includes multiple counselor and administrator visits to our two feeder middle schools.

## 2023-24 Opportunities for Parental Involvement

Additionally, there are various ways for families to utilize technology resources to monitor their student's academic achievement. Parents and students can use the Student Information System (Infinite Campus) to monitor grades and attendance. All teachers use Google Classroom to communicate with students and their families. The school website also lists teacher's websites, email, and school phone numbers so families can easily communicate with faculty. Parents can offer additional feedback to our school via electronic surveys.

Multiple bi-lingual paraprofessionals have been hired (2021) to assist specifically with parent outreach. These paraprofessionals work with our full time bi-lingual Community Coordinator in coordinated efforts to increase connection of school to home for our Latino community.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.1	2.2	4.1	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	93.7	94.5	93.9	90.5	93.5	93	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	197	185	93.9
<b>Female</b>	97	92	94.8
<b>Male</b>	100	93	93.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	72	69	95.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	11	10	90.9
<b>White</b>	102	95	93.1
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	73	65	89.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	27	23	85.2

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	988	219	22.2
Female	466	459	115	25.1
Male	533	528	104	19.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	17	17	1	5.9
Black or African American	12	11	4	36.4
Filipino	8	8	3	37.5
Hispanic or Latino	397	391	86	22.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	52	52	15	28.8
White	493	488	105	21.5
English Learners	56	54	17	31.5
Foster Youth	3	3	2	66.7
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	357	351	86	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	122	41	33.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	1.40	2.70	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.09	0.00	0.00	0.13	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.7	0
Female	1.5	0
Male	3.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	2.03	0
English Learners	5.36	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.47	0

## 2023-24 School Safety Plan

The Comprehensive Safety Plan (CSP) for 2022-2023 was reviewed by our School Site Council on January 17, 2024. The safety plan will also be reviewed and updated during our School Site Council meeting on February 21, 2024

Basic overview of the CSP is reviewed with the staff at the beginning of the school year and teachers can access an electronic copy of this complete plan in one of two locations. One is through their own Google Sites page where all information, such as the faculty handbook, CSP, and emergency related materials are stored and updated as necessary. Additionally, the Santa Cruz City Schools Webpage can provide each teacher the ability to compare all CSP's from each site within the District. Main conclusions for the CSP are taken from attendance, recent WASC three year review, California Healthy Kids Survey, and the Social Emotional Health Survey. Soquel High School enjoys a very collaborative relationship with the Santa Cruz County Sherriff's Department, and our School Resource Officer is a proactive, involved presence on our campus.

Our primary goal is to provide students and staff with a safe and supportive school environment. Additionally, we strive to develop, build, and maintain caring relationships with faculty, staff, families, and students.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	24	8
Mathematics	30	4	12	16
Science	25	7	15	2
Social Science	29	2	21	4

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	25	5
Mathematics	27	5	26	5
Science	24	8	16	1
Social Science	24	8	23	

## 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	25	12	27	2
Mathematics	27	7	19	8
Science	25	2	21	0
Social Science	27	6	16	5

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	249.74



## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,976	\$2,879	\$7,097	\$83,274
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-17.5	1.8
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	7.3	-23.7

## Fiscal Year 2022-23 Types of Services Funded

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay partial salaries of our School Community Coordinator, a Pupil Personnel Services (PPS) credentialed school counselor and also provide funding for teachers to support struggling and under-served students during after school teaching/tutoring sessions. A full time Response to Intervention (Rti) Coordinator is also supported through specific Local Control Funding Formula.

Outlined in the 2022-2023 Single School Plan for Student Achievement are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers.

Additionally, funds from a multitude of sources are directed appropriately to bolster tutoring in both the individual and group settings. The Learning Center: Homework Club is a hub of learning that is staffed with Certificated, Classified, along with student Peer Tutors. Each group's wages supported through designated LCFF/LLMF revenues.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	18
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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	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	2
Social Science	5
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	18

## Professional Development

Outlined in the 2023-2024 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with district and school goals. These opportunities are numerous, including the allocation of specific funds for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers. The 2023-2024 school year launched with a full district (K-12) Professional Development day on July 31, 2023 allowing Santa Cruz Instructional Leadership (SCIL) team to collaborate around a collective focus for the school year. Each school site committed to various areas of instructional emphasis.

For the purposes of continuity, Soquel High School SCIL team proposed the following areas of instructional emphasis: 1. Integrated ELD Strategies/Instruction 2. Teacher Clarity in communicating learning intentions/outcomes, and 3. a commitment to the principles of effective Professional Learning Communities (PLC's). Subsequent school based faculty, SCIL meetings and additional Professional Development days on August 7, 2023, October 19, 2023, and January 8, 2024 confirmed these commitments and have been the crux of our instructional practices in 2022-2023.

August 7, 2023: A-G Completion/Academic Rigor/English Language Learner Support/WASC Preparation

October 19, 2023: Grading for Equity/English Language Learner Progress/PLC Collaboration

January 8, 2024: Grading for Equity/English Language Learner Progress/Positive Behavior Interventions Support (PBIS)/PLC Collaboration/National Clearinghouse Data Analysis

Additionally, teacher leaders facilitate ongoing weekly professional learning during department Professional Learning Communities (PLC). PLC work includes: Revising and developing pacing guides, identifying priority standards, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students.

Soquel High School Staff has adopted ten (10) School-wide Expectations (Tier I) : 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily class agendas; 4. Posting daily Learning and Language Goals; 5. Utilization of "Bell to Bell" Instruction; 6. Peer Assessments; two observations per year. 7. Supporting struggling students by making contact with parents/guardians for all 'F' grades; 8. Restroom Protocol - only one student out at a time; 9. Caring Relationships - Team-

## Professional Development

building/Ice-breaker activities at beginning of school year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior. 10. Attendance and full participation in weekly Professional Learning Communities to Identify what students should be able to do

Teachers leaders (SCIL) are supported via monthly teacher leader/administrative meetings where teachers are provided trainings and can receive support from colleagues and administration. Teachers are always encouraged to attend conferences and trainings; funding is paid for by our school site budgets and for the past two years, from our College Readiness Block Grant.

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

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

# Westlake Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Westlake Elementary School
<b>Street</b>	1000 High St.
<b>City, State, Zip</b>	Santa Cruz, CA 95060-2596
<b>Phone Number</b>	(831) 429-3878
<b>Principal</b>	Katharine Norton
<b>Email Address</b>	knorton@sccs.net
<b>School Website</b>	<a href="https://westlake.sccs.net/">https://westlake.sccs.net/</a>
<b>County-District-School (CDS) Code</b>	44698156049928

## 2023-24 District Contact Information

<b>District Name</b>	Santa Cruz City Schools
<b>Phone Number</b>	(831) 429-3410
<b>Superintendent</b>	Kris Munro
<b>Email Address</b>	krismunro@sccs.net
<b>District Website</b>	www.sccs.net

## 2023-24 School Description and Mission Statement

Welcome to Westlake Elementary School, home of the Wildcats. Westlake is dedicated to educating the whole child through a comprehensive visual and performing arts program, including visual arts, music, dance, and theater for students in kindergarten through fifth grade. Programs are made possible by local parcel taxes and PTA donations. Westlake Elementary School is known throughout the Santa Cruz area for its ongoing commitment to excellence. This rich tradition and reputation is possible due to the hard work of a dedicated and talented staff, the full participation of parents, and community involvement.

Westlake Elementary School is located on the northwest side of Santa Cruz, California, near the campus of the University of California at Santa Cruz (UCSC). In the academic year 2023-24 approximately 475 students were registered for transitional kindergarten through fifth grades.

In order to improve our student achievement, we have provided staff with assessment information of their current students. The most informative achievement data for classroom teachers are the local literacy and math assessments that are administered three times a year. With this information, teachers are able to identify areas for improvement and set targets for academic achievement. Teachers work together in grade level teams and as a whole staff on continuous school improvement.

A positive school climate is a constant focus for Westlake. The Positive Behavior Instruction Systems (PBIS) program includes the four Wildcat Ways school expectations: Be Safe, Be Respectful, Be Responsible, and Do Your Personal Best. There are also specific procedures, routines and rules for all areas of the school. Positive behavior is reinforced through Cool Cat tickets. They can be redeemed for items from the student store and popcorn on Fridays. The social emotional learning curriculum Second Step is taught TK-5 and the units of study are: skills for learning, problem solving, emotion management and empathy. Together these programs help create a safe, orderly and positive learning environment.

Westlake is dedicated to providing an enriched learning experience. Students participate in the science fair, county spelling bee, and county math league. Other enrichment activities include Math Monday games, skate dogs, art and dance clubs, math club, sports, young scientist program, and lunchtime chess.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	82
Grade 3	71
Grade 4	82
Grade 5	87
Total Enrollment	472

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	52.8%
Asian	4.9%
Black or African American	1.3%
Filipino	0.2%
Hispanic or Latino	18.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11.4%
White	61%
English Learners	5.3%
Foster Youth	0.2%
Homeless	1.3%
Socioeconomically Disadvantaged	22.5%
Students with Disabilities	17.4%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.60	87.04	74.80	86.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	9.35	8.60	10.04	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.90	3.61	2.70	3.13	18854.30	6.86
<b>Total Teaching Positions</b>	24.90	100.00	86.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.80	90.27	80.00	89.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.50	9.77	7.50	8.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	26.40	100.00	89.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	2.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>2.50</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	13
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
<b>Mathematics</b>	Eureka - Great Minds Adopted 2016	Yes	0%
<b>Science</b>	FOSS - Delta Education Adopted 2017	Yes	0%
<b>History-Social Science</b>	TCI History Alive! Adopted 2023	Yes	0%

## School Facility Conditions and Planned Improvements

Westlake opened in 1960, sits on a 10 acre lot in Santa Cruz's upper west side neighborhood and shares a property line with the University of California at Santa Cruz. Westlake's day and night custodians keep the facilities clean. Each classroom is vacuumed every other day and restrooms are cleaned daily. Landscaping and grounds staff maintain the fields and landscape. A facilities bond was passed by the local community in 2016 which supports modernizations and improvements. Some of the recent projects include a new roof, school painting, digital marquee, restroom repairs, sewer line repairs, a perimeter fence, and upgraded electrical service. A new classroom wing and modernization of the existing classrooms are in the planning stages.

**Year and month of the most recent FIT report**

November 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	69	54	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	61	64	44	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	241	240	99.59	0.41	69.17
<b>Female</b>	109	108	99.08	0.92	75.00
<b>Male</b>	131	131	100.00	0.00	64.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	53	100.00	0.00	41.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	68.97
<b>White</b>	143	142	99.30	0.70	79.58
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	39.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	26.53

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	241	240	99.59	0.41	63.75
<b>Female</b>	109	108	99.08	0.92	62.96
<b>Male</b>	131	131	100.00	0.00	64.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	53	100.00	0.00	39.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	79.31
<b>White</b>	143	142	99.30	0.70	69.72
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	31.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	18.37

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.83	68.97	40.31	48.62	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	68.97
Female	47	47	100.00	0.00	70.21
Male	39	39	100.00	0.00	69.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	90.91
White	52	52	100.00	0.00	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	43.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Westlake. Parents are encouraged to volunteer in their child's classroom and at PTA events. There are numerous events throughout the school year that are run by parent volunteers with the support of the Westlake PTA. There are also a few school committees that parents can participate on including Site Council, Arts Committee, and the PTA Executive Board. Parents are also encouraged to bring their creative ideas to the Principal and PTA. All parents are also encouraged to get and stay involved in their child's education. Parents can contact the school office for more information on ways to get involved.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	489	117	23.9
Female	234	231	50	21.6
Male	263	257	66	25.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	0	0	0.0
Asian	27	26	1	3.8
Black or African American	6	6	2	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	98	95	40	42.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	53	53	9	17.0
White	298	295	56	19.0
English Learners	31	30	14	46.7
Foster Youth	1	1	1	100.0
Homeless	11	8	7	87.5
Socioeconomically Disadvantaged	125	120	55	45.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	106	40	37.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.20	0.00	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

Westlake provides a safe, supportive, and caring school environment. The School Safety Plan is revised annually at the beginning of the school year and monitored by the School Site Council. Staff participate in monthly safety meetings and online training. We hold fire, earthquake, and lockdown drills regularly. Each room is equipped with a disaster and first aid kit. Yard duty and teachers supervise school grounds before and after school, during recess, and at lunch periods. We send a copy of school rules home in the student folders at the beginning of the school year, review them twice a school year at expectation rotations, and reinforce them regularly in the classroom. We use programs that develop students' sense of safety in class and on the playground, including Positive Behavior Interventions and Supports (PBIS) and social emotional learning curriculum Second Step for social skills and academic success. Visitors to Westlake are required to sign in at the office and receive an identification badge.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	1	1
1	25	2		1
2	27	1	1	1
3	31		2	2
4	31		2	
5	29		2	
Other	18	3	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	2	1
1	20	1	3	
2	17	4		
3	29	2		2
4	28		3	
5	27		3	
Other	9	3		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2	1	1
1	20	1	3	0
2	19	1	3	0
3	38	0	1	2
4	27	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	9	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	472

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,273	\$3,081	\$9,193	\$91,392
<b>District</b>	N/A	N/A	\$8,457	
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.3	9.6
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	32.9	-19.0

## Fiscal Year 2022-23 Types of Services Funded

In the 2022-23 school year, supplemental funds were provided to the school through the Local Control Accountability Plan via Local Control Funding Formula. Funds were used to: hire paraprofessionals to work with English learners, in the reading intervention program, provide classroom supplies, and substitutes for professional development.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

The ongoing focus of professional development are the Common Core Standards and Professional Learning Communities implementation. Specific focus area is implementation of the History Social Science Adoption and specific strategies related to supporting Multi Lingual Learners. An ongoing focus is Integrated ELD and the use of accountable talk strategies during instruction. There are two professional development days held districtwide each school year. There are monthly follow up sessions facilitated by leadership team members to identify best practices of instruction and to provide professional learning community meeting time. Progress monitoring of students in Math is used to evaluate the instructional program and identify areas for improvement.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4-6	4-6	6-8

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Overnight Field Trip: Soquel High School: Anaheim Heritage Music Festival

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Soquel High School's overnight trip to Hollywood, CA and surrounding areas for the Hollywood Heritage Music Festival from March 21, 2024 to March 24, 2024.

**BACKGROUND:**

The Soquel High School Music Department requests approval to travel to Hollywood, CA, and the surrounding areas for the Worldstrides Heritage Music Festival from March 21st-March 24th 2024. Students will miss school for part of Thursday the 21st and all of Friday the 22nd. This year's trip will accommodate approximately 80 students and includes two staff members and eight parent chaperones. The groups participating are the Varsity Band, Jazz Band and Jazz Singers. The band will travel by charter bus with San Jose Charters.

The Worldstrides Heritage Festival is unparalleled in terms of the number and quality of instrumental and choral performing groups from throughout the country and offers worldwide travel opportunities. It is truly an outstanding educational experience for students. Soquel Music Department has participated in the Worldstrides Heritage Festival for over 20 years. These events allow students to hear and perform for some of the best adjudicators in the country as well as to hear other high school ensembles from around the country. Along with providing an exceptional educational experience, this trip also provides an opportunity to develop ensemble camaraderie, which will enhance performance experiences and students' self-confidence.

### **Soquel High School Band Trip to Hollywood March 21-24 2024 Itinerary**

**Thursday April 27th**

12:00 p.m. - Pick up at:

Soquel High School

401 Old San Jose Rd

Soquel Ca. 95073

12:15 pm- Load bus

1:00 pm- Leave for Hollywood

**AGENDA ITEM: 8.3.1.3**

Address TBA

5:30 pm- Stop in Santa Barbara for dinner

6:30 pm- Leave Santa Barbara

9:30 pm - arrive at Hotel

Address TBA

10:30 pm- room checks

11:00 pm- lights out

#### Friday April 28th

9:00 am - Load bus for Heritage Festival Performance

Location TBA

10 am - 3 pm- Perform at Heritage Festival Hollywood

3:00 pm- Load bus for Santa Monica Pier

4 pm-6pm - Evening on the beach

6 pm- Load bus for Dinner Location TBA

7pm - 8pm- Dinner

8 pm- Load bus and return to Hotel

#### Saturday April 29th

9 am- Load bus for Universal Studios Hollywood

11 pm or closing- load bus and return to hotel

#### Sunday April 30th

9:30 am load bus for home

10:00 am leave Hollywood for Soquel High

1:00 pm Stop for Lunch

5:00-6:00 pm Arrive Soquel High

#### **FISCAL IMPACT:**

All students will attend. The trip costs approximately \$550 per person, and the trip will be funded through a combination of family contributions and fundraising.

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** International Field Trip Request: Soquel High School

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

### **RECOMMENDATION:**

Approve the International overnight field trip request for students enrolled in the Soquel High School Dual Enrollment Biotechnology II course to travel to the United Kingdom from February 14, 2024, to February 21, 2024.

### **BACKGROUND:**

The Soquel High School Dual Enrollment Biotechnology II class requests approval to travel to Edinburgh, Scotland and London, England for a history of modern medicine field trip that includes attendance at the Scotland's Industrial Biotechnology Innovation Center with a private tour, along with multiple all day tours and workshops on medicine and forensics. Students will leave after classes on Wednesday February 14th, 2024 and return Wednesday February 21, 2024. Fourteen students will attend, accompanied by two chaperones. Students and chaperones will travel by air, round trip from San Francisco to London; they will travel to and from the airport by family carpool. They will stay at Apex Waterloo Place Hotel, Edinburgh for three nights and the Apex City of London Hotel for three nights.

The Soquel High School Dual Enrollment Biotechnology Career Technical Education Pathway is a two-year program open to all students. This pathway provides students the opportunity to study and practice in a course designed to give them a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Furthermore, students explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, research projects, guest speakers, and workplace visits. The objectives covered in these courses are both academic and technical in nature and are presented in a progressively rigorous manner. This experience abroad will allow students to increase their knowledge around the field of biotechnology and they will gain a deeper understanding of the biological concepts used. In addition, students develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry.

**AGENDA ITEM: 8.3.1.4**



Science, Technology, Engineering, and Math constantly reshape the communities we live in. This trip abroad will showcase not only Biotechnology, but all Science, Technology, Engineering, and Math subjects; their universality and the diverse ways of thinking they inspire. Each planned activity will challenge students to develop imaginative solutions to global problems through critical thinking and creative expression. By visiting actual locations where plague victims were treated when the plague was at its peak, they will see first hand how the landscape of health sciences has changed over time, and they will be inspired to continue reshaping the health sciences future. The students will participate in hands-on workshops to discover how real-life medical, forensic, and health careers operate. Visiting museums and hospitals, participating in hands-on workshops, and attending a professional conference will expand and enrich the student's learning beyond the classroom into the real world. Students will not only gain experience, but also individual and team confidence.

Trip Itinerary:

**Departure:** Wednesday February 14, 2024 attend classes as usual then depart from Soquel High after school with parent carpool to SFO for direct flight to London. Private Transfer from Airport to Hotel

**Day 1** - private guided tour of Scotland's Industrial Biotechnology Innovation Center. Late-Night Underground Plague patients Vaults Tour

**Day 2** - Medical and Surgical History of Edinburgh - Private Tour

**Day 3** - Stirling Castle and The National Wallace - Private Tour

**Day 4** - Transfer from Hotel to Train Station. Train Tickets from Edinburgh to London - private transfer to hotel. Walking tour of London- private tour

**Day 5** - Exploring the Medical & Forensic History of London: Private Tour - Evening London eye tickets

**Day 6** - private transfer from hotel to airport for direct flight home to SFO

Attend classes as usual on Thursday February 22, 2024

The estimated cost of the trip is \$48,000 for the students and the chaperones. The cost will be covered through fundraising and donations.

**FISCAL IMPACT:**

\$48,000 Fundraising and Donations (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Out of State Travel - Special Education Assessment

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the out of state travel of a Special Education teacher and School Psychologist who will be assessing a general education student unilaterally placed in a residential treatment facility in Utah by their parents. This assessment is required as per Education Code 56301 in order to determine whether or not the student requires special education and the support of an Individualized Education Program (IEP). Travel will be completed prior to March 1, 2024.

**BACKGROUND:**

In accordance with Board Policy 3350, all out of state travel for which reimbursement will be claimed requires Board approval. Itemized receipts will be submitted for reimbursement. Every effort will be made to contain total expenses associated with this travel.

**FISCAL IMPACT:**

Not to exceed \$3,500 Special Education (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #5: Santa Cruz City Schools will maintain a balanced budget and efficient and effective management.

*Prepared by Stacy O'Farrell, Director of Special Education*

**AGENDA ITEM: 8.3.1.5**

# Santa Cruz City Schools Conference & Travel Request Form



- ❖ DO NOT BOOK FLIGHT, HOTEL OR CONFERENCE UNTIL THIS FORM IS APPROVED.
- ❖ The District has limited PD resources and it is expected that employees will attend trainings as close to the district as possible. Out-of-State travel will not be approved when local training is available.
- ❖ All out-of-state travel requests must be submitted to the Superintendent for Board approval at least 45 days in advance.
- ❖ Hotel stays are permitted if staying 75 miles from the district – if less than 75 miles, approval is needed from Assistant Superintendent of Business Services.
- ❖ Employees will be reimbursed for mileage up to the cost of a flight.
- ❖ If traveling as a team, please how many people are attending, and the total cost *per person* in the expense chart.

Request Date: 1.10.2024 Return To: Stacy O'Farrell  
Name(s): Joaquin Castillo / Kristina Cabrera Job Title: School Psych, RSP  
Conference Name: NA  
Conference Date(s): TBD  
Travel Dates: Departing: TBD Time: \_\_\_\_\_ Returning: TBD Time: \_\_\_\_\_  
Conference Location: Travel to Utech to assess a student

What District goal(s) does the conference address?

- Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.
- Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
- Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
- Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
- Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
- Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

How do you plan to share new learning with staff and colleagues?

NA



Substitute Required? Yes  No

Overnight Stay? Yes  No

Travel by: Car  Airplane  Other

Estimated Conference Expenses	(Indicate date)			
	TBD			
Conference registration fee	NA			
Meals (\$65/day max, including tip)	130	130	130	
Lodging	400	400	400	
Airline fare	1,000			
Mileage: _____ miles @ .655 /mi.	60			
Other transportation	575			
District Substitute Cost	175			
Misc/Other	100			
Total Daily Est. Expense	1,167.-			
Total Trip Est. Expense (per person)	1,750.-		Number of attendees:	2
<b>GRAND TOTAL</b>				
Funding source (i.e. Title I)	SPECIAL EDUCATION			
District or site expense:	<input checked="" type="checkbox"/> District		<input type="checkbox"/> Site	
Budget account number				

- Supervisor's Name: Stacy O'Farrell Supervisor's Signature: Stacy O'Farrell
- Approval of Assist. Superintendent of ES or HR: \_\_\_\_\_ Date: \_\_\_\_\_
- Approval of Assist. Superintendent of Business: \_\_\_\_\_ Date: \_\_\_\_\_  
(Required if hotel is less than 75 miles)

DO Use Only

Returned to site finance tech and admin \_\_\_\_\_  
initial

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** A-G Grant Progress Report

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

### **BACKGROUND:**

A-G courses are a series of high school classes that students are required to successfully complete with a “C” or better for eligible admission to the California State University and University of California systems. A-G requirements are as follows:

<b>A</b>	History	2 Years Required
<b>B</b>	English	4 Years Required
<b>C</b>	Mathematics	3 Years Required 4 Years Recommended
<b>D</b>	Laboratory Science	2 Years Required 3 Years Recommended
<b>E</b>	Language Other Than English	2 Years Required 3 Years Recommended
<b>F</b>	Visual or Performing Arts	1 Year Required
<b>G</b>	College Prep Electives	1 Year Required

The A-G Completion Improvement Grant is a state grant intended to help districts increase the number of high school students who graduate having completed the A-G course requirements. Funds must be used towards activities that directly support pupil access to and successful completion of the A-G course requirements.

The SCCS plan for this grant was written and approved by the Board in March 2022 and was based on input gathered from the district’s Parent Leadership group, Secondary Principals and from pertinent responses from our family, student and staff Local Control Accountability Plan (LCAP) surveys.

**AGENDA ITEM: 8.3.1.6**

The plan for this grant focused on four different activities to increase and improve the A-G completion for our unduplicated students (Low Income, English learners and Homeless/Foster Youth):

- Advanced Placement (AP) and International Baccalaureate (IB) test fees for unduplicated students, removing economic barriers.
- Support and tutoring for unduplicated students
- Completion of A-G Transcript Audits to identify and respond to patterns of students' successes and challenges to remove barriers to A-G completion.
- Professional development including equitable grading practices and Tier I interventions to best support unduplicated students in accessing curriculum and passing A-G courses and teacher Advanced Placement (AP) instruction certification.

Each year, the district must provide an update and report on A-G Improvement Grant Actions, Expenditures, Metrics and outcomes. This is a multi-year grant and one-time ESSER funds have supported many of the actions and outcomes in the A-G Improvement Grant plan which is why fewer dollars have been expended. The District will continue to use these resources to extend the services outlined in the grant. The District has until 2026 to expend these dollars.

The report attached to this cover is submitted to the State as a formal update on our progress.

**FISCAL IMPACT:**

<b>Programs and Services to increase or improve A-G completion</b>	<b>Planned Expenditures (Restricted)</b>	<b>Actuals to Date (12/31/23)</b>
Cover AP and IB test fees for unduplicated students	\$327,575	\$140,510
Provide support and tutoring for unduplicated students in Advanced Placement courses	\$43,677	\$0
School Counselor A-G Transcript Audits to identify and respond to patterns of students successes and challenges	\$43,677	\$6,000
Staff professional development including the following topics: <ul style="list-style-type: none"> <li>● Reinforcing equitable grading practices</li> <li>● Tier I interventions to best support unduplicated students in accessing material and passing A-G courses</li> <li>● AP instruction certification</li> </ul>	\$21,838	\$930
Total	\$436,767	\$147,440

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.



## A-G Completion Improvement Grant Plan Progress Report

Local Educational Agency (LEA) Name	Total Grant Allocation
Santa Cruz City Schools	\$457,285

### Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The funds will be used for the following activities that will increase and improve services for our unduplicated students:

- The district will pay the Advanced Placement (AP) and International Baccalaureate (IB) test fees for unduplicated students, removing economic barriers
- The district will also provide support and tutoring for unduplicated students
- School counselors will complete A-G Transcript Audits to identify and respond to patterns of students' success and challenges, including unduplicated students
- The district will fund staff professional development (PD) including equitable grading practices and Tier I interventions to best support unduplicated students in accessing curriculum and passing A-G courses

#### How is this descriptor being measured?

Metrics:

- The number AP/IB sections that enrolled of low income and English learner students
- The number of AP/IB assessments completed by low income and English learner students
- The number of low income and English learner students who meet A-G requirements

#### What are the outcomes based on those measurements?

- Between the 2021-22 school year and 2022-23 school year, the number of low income and English learner students who were enrolled in AP/IB increased (duplicated student count)

English learners: 1.76% (n=43) to 3.10% (n=73)

Low Income: 3.16% (n=77) to 24.06% (n=566)

- The number of low income and English learner students who took an AP/IB exam also increased, but data does not aggregate by student group.

- Between the 2021-22 and 2022-23 school year, the number of low income and English learner students who met A-G increased for English learners but decreased for low income students:

English learners: 7% (n=27) to 13% (n=38)

Low Income: 57% (n=302) to 51% (n=229)

### **Expenditures to Date**

\$140,510

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students currently have access to enroll in A-G courses. Nearly every high school class fulfills an A-G requirement, with the rare exception of some elective courses. The district's opportunities for improvement lie in increasing the number of students passing these A-G courses with a grade of C or higher.

To improve the rates of students passing A-G courses with a grade of C or higher, the district will continue to use established funds, including LCAP, for the following actions:

- Staff participation in Professional Learning Communities to support student outcomes through staff collaboration and sharing of best practice
- Universal student access to all AP and IB courses
- Staff participation in Grading for Equity Professional Development program through the COE
- Credit Recovery Teachers & A-G Credit Recovery opportunities including summer school

The district will also use the A-G Completion Improvement Grant funds for the following items:

- AP and IB test fee scholarships for unduplicated students
- Tutoring for unduplicated students in Advanced Placement courses
- School counselors A-G Transcript Audits to identify and respond to patterns of students' success and challenges
- Staff professional development including the following topics: reinforcing and expanding equitable grading practices, Tier I interventions to best support unduplicated students in accessing material and passing A-G courses, AP instruction certification.

### **How is this descriptor being measured?**

- Counselor and staff completion for transcript audit professional development
- The number AP/IB sections that enrolled of low income and English learner students
- The number of AP/IB assessments completed by low income and English learner students
- The number of low income and English learner students who meet A-G requirements

**What are the outcomes based on those measurements?**

Between 2021 and 2022, the number of low income and English learner students who were enrolled in AP/IB increased (duplicated student count)

English learners: 1.76% (n=43) to 3.10% (n=73)

Low Income: 3.16% (n=77) to 24.06% (n=566)

The number of low income and English learner students who took an AP/IB exam also increased, but data does not aggregate by student group.

Between 2021 and 2022, the number of low income and English learner students who met A-G increased for English learners but decreased for low income students:

English learners: 7% (n=27) to 13% (n=38)

Low Income: 57% (n=302) to 51% (n=229)

**Expenditures to Date**

\$6,000

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 120 students from spring 2020 and 247 students from the 2020-21

A-G opportunities for credit recovery offered:

- 1) credit recovery summer school using Edgenuity in 2021
- 2) credit recovery during the school year with the credit recovery teacher at their high school using Edgenuity
- 3) retake the course at their high school during the school year (Harbor & SCHS allow students to take 8 courses a year instead of the traditional 6)

**How is this descriptor being measured?**

- Graduation Rate
- The number of students who complete 5 or more credits during summer credit recovery
- The number of students who complete credit recovery during the school year
- The number of students who meet A-G requirements

**What are the outcomes based on those measurements?**

- From 21-22 to 22-23, the percentage of students who graduated increased from 94% to 97%

- The number of students who complete 5 or more credits during summer credit recovery 94 students (76%) of the 124 students who enrolled during the summer.
- The number of students who completed 5 or more credits during the 2022-23 school year through the credit recovery program was 242
- The number of students who meet A-G requirements in 22-23 was 67%, down 1% from 21-22. It should be noted that there has been a tremendous increase over a 12-year period in A-G completion (in 09-10, only 46% of students met A-G requirements).

#### **Expenditures to Date**

\$0 - Credit Recovery is paid for out of COVID Relief funding.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

All of the planned expenditures for the A-G Completion Improvement Grant are in addition to the services and activities already included in the LCAP. They serve to reinforce and support LCAP services.

- AP and IB test fees are not currently covered in the LCAP.
- Tutoring for unduplicated students in Advanced Placement courses is not included in the LCAP.
- School counselors' salaries are a part of the LCAP, but the grant will pay them for additional time outside of contract hours to complete the A-G Transcript Audits.
- Staff PD is already in the LCAP, but the grant funds will supplement those trainings with additional opportunities designed to add extra support for our unduplicated pupils to fulfill the A-G requirements.

#### **How is this descriptor being measured?**

- Number of students who participate in tutoring
- Number of staff who complete professional development focused on supporting A-G completion

#### **What are the outcomes based on those measurements?**

- Each site during and after school tutoring to support student academics and sites report strong participation, particularly with Peer Tutoring.
- A-G completion numbers remain strong and have increased over the years.
- All sites have A-G plans with specific actions related to the findings of their transcript audits.
- 4 high school teachers completed AP training during summer of 2023.

#### **Expenditures to Date**

\$930

**Plan Expenditures**

Programs and services to increase or improve A-G completion	Planned Expenditures	Expenditures to Date

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Purchase Orders, Bids, and Quotes

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the purchase orders, bids, and quotes from November 28, 2023 through January 3, 2024.

**BACKGROUND:**

A detailed report is attached, listing purchase orders, quotes and bids that require Board approval prior to release to vendors or ratification within 60 days as allowed by Education Code 17605.

The following definitions are provided to clarify the differences between purchase orders, quotes, and bids:

**Purchase Orders:**

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. The Superintendent or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor.

**Quotes:**

For the purchase of materials and supplies between \$15,000 and \$60,000 more than one quote is required and may be verbal or written. When purchases will be \$15,000 to \$109,300 for contracted work other than Public Works Projects and \$60,000 to \$109,300 for materials and supplies, several vendors are contacted for written quotes/proposals. This process, though not as rigorous as a bid, ensures that the District has involved more than one vendor and will secure a competitive price.

**Bids/RFP:**

A formal process including advertising to notify prospective bidders, distribution of written specification regarding the work or materials, and compliance with legal guidelines for bidding, must be followed for contracted work other than CUPCAA Public Works Projects projected to cost \$109,300 and over, or for materials and supplies in the sum of \$109,300 or over unless a Cooperative Purchasing Agreement is being utilized under PCC 20118. Under CUPCAA contracts may be awarded up to \$60,000 without additional quotes. Informal bidding procedures are followed for Public Works projects from \$60,000 to \$200,000 and a formal bid

**AGENDA ITEM: 8.3.2.1**

process occurs for Public Works projects over \$200,000 (PCC 20117(B), 20651(B). Bids are solicited from a wide pool of prospective vendors, thus assuring that when the award is made to the lowest responsible bidder and that the District receives the best price available.

This work is in direct support of the following District goal and its corresponding metrics:  
Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Description

Includes Purchase Orders dated 11/28/2023 - 01/03/2024

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO24-01556	BSN SPORTS LLC	SCHS - BACKSTOP PADDING, BB FIELD	M&O	01	OTHER RESTRICT	3,728.55
PO24-01557	BOSCO CONSTRUCTION	SQHS - REPAIR HOLES FOR BOLLARDS BY FIRE HYDRANT	M&O	01	ONGOING & MAJO	3,998.00
PO24-01558	AMAZON CAPITAL SERV	Classroom Supplies-Stark	BVEL	01	SE:STATE LOCAL	300.00
PO24-01559	COMMUNITY PRINTERS	PBIS/Banners	GAEL	01	IPI GF	465.41
PO24-01560	SANTA CRUZ MUSEUM O	Field trip payment - Moore	BVEL	01	DONATIONS	25.00
PO24-01561	AMAZON CAPITAL SERV	Amazon- OT weighted blanket	DLEL	01	IPI GF	97.82
PO24-01562	AMAZON CAPITAL SERV	Playground volleyball net	DLEL	01	NO REPORTING RI	18.34
PO24-01563	AMAZON CAPITAL SERV	CLOTHING ITEMS/SCHOOL ISSUES	SUPT	01	NO REPORTING RI	800.00
PO24-01564	STEVE WEISS MUSIC I	CFP FOR INSTRUMENTS FOR BAND/INV 120427	SQHS	01	Measure T	5,519.76
PO24-01565	CONTINENTAL ATHLETI	CFP Football Reconditioning 2/13/2023	SQHS	01	NO REPORTING RI	10,859.09
PO24-01566	INTERNATIONAL BACCA	CFP - IB Tests	HHS	01	A-G SUCCESS	68,772.00
PO24-01567	UPPER STORY LLC	Math Educational Materials	BSS	01	LOTTERY:INSTRU	240.73
PO24-01568	PHOENIX CERAMICS SU	Clay	HHS	01	LOTTERY:INSTRU	1,999.28
PO24-01569	EVERYDAY SPEECH LLC	Everyday Speech Sub 23/24	SPED	01	SE:STATE LOCAL	4,051.89
PO24-01570	COMMUNITY PRINTERS	Passes	HHS	01	NO REPORTING RI	852.22
PO24-01571	WATSONVILLE COAST P	Food purchases - CDFA Grant	FS	13	CDFA GRANT	3,000.00
PO24-01572	BUREAU OF AUTOMOTIV	AutoShop Renewals-Prepay	SCHS	01	Measure T	300.00
PO24-01573	AMAZON CAPITAL SERV	Counseling Supplies	HHS	01	NO REPORTING RI	111.64
PO24-01574	AMAZON CAPITAL SERV	Vacuum for art class-Notle	MHMS	01	DONATIONS	494.04
PO24-01575	COMMUNITY PRINTERS	Open PO for business cards for counseling depart	MHMS	01	NO REPORTING RI	100.00
PO24-01576	BAY CENTRAL PRINTIN	open PO for #10 envelopes for the front office	MHMS	01	NO REPORTING RI	721.32
PO24-01577	TEACHERS PAY TEACHE	Social studies teacher materials	BSS	01	LOTTERY:INSTRU	238.71
PO24-01578	AMAZON CAPITAL SERV	PBIS/Confirm for payment/Items recieved.	GAEL	01	IPI GF	165.24
PO24-01579	PAUL B COUCHMAN III	Ethnic Studies Curriculum Printing	CURR	01	ETHNIC STUDIES	1,250.27
PO24-01580	AMAZON CAPITAL SERV	Open PO for drama/play supplies and costumes	MHMS	01	NO REPORTING RI	2,000.00
PO24-01581	VISTA HIGHER LEARNI	World Language Curriculum Adoption	CURR	01	NO REPORTING RI	476,735.31
PO24-01582	AMAZON CAPITAL SERV	Incentives for PBIS	WLEL	01	NO REPORTING RI	71.58
PO24-01583	PIONEER VALLEY EDUC	Quote Q206593 Reading supplies	BSS	01	LOTTERY:INSTRU	41.17
PO24-01584	ACCO BRANDS CORPOR/	Laminator film for office	WLEL	01	NO REPORTING RI	171.00
PO24-01585	BOOKSHOP SANTA CRUZ	For library author book sales-Gene Yang	MHMS	01	OTHER RESTRICT	432.39
PO24-01586	LAKESHORE LEARNING	Classroom Supplies - TK - A Escarcega	BVEL	01	UNIV PRE-K PLAN	1,357.19
PO24-01587	AMAZON CAPITAL SERV	Think/Write Headphones	DLEL	01	ELO-P	311.20
PO24-01588	AMAZON CAPITAL SERV	DLV Library Spanish Books	DLEL	01	NO REPORTING RI	541.96
PO24-01589	FOLLETT CONTENT SOL	Books	BMS	01	LOTTERY:INSTRU	396.76

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Description

Includes Purchase Orders dated 11/28/2023 - 01/03/2024

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO24-01590	CENGAGE LEARNING	Books	BMS	01	LOTTERY:INSTRU	737.21
PO24-01591	SCHOLASTIC STORE ON	Class set of books	BMS	01	LOTTERY:INSTRU	384.62
PO24-01592	CDW GOVERNMENT INC.	MONITOR STAND	BUSN	01	NO REPORTING RI	116.95
PO24-01593	MINDWORKS INNOVATIO	Love and Logic Seminar Kit	DLEL	01	ESEA:TEACHER Q	1,016.03
PO24-01594	BSN SPORTS LLC	Girls Lacrosse Unifoms	SQHS	01	Measure T	545.97
PO24-01595	AMAZON.COM	Open PO for safety supplies	MHMS	01	OTHER RESTRICT	500.00
PO24-01596	ASCD	ASCD Annual Membership Subscription for Puente	BMS	01	ESEA:TEACHER Q	97.23
PO24-01597	COALITION FOR ADEQU	^CASH 2024 CONFERENCE	M&O	01	OTHER RESTRICT	4,323.00
PO24-01598	ACCO-WILSON INC DBA	SQ BOILER REPLACEMENT	M&O	21	Bond A Secondar	695,000.00
PO24-01599	COMMUNITY TREE SERV	SCHS - TREE SERVICES	M&O	01	ONGOING & MAJO	12,850.00
PO24-01600	SUPER DUPER PUBLICA	Supplies for Speech Class-L. Frisbey	BVEL	01	SE:STATE LOCAL	175.75
PO24-01601	AMAZON CAPITAL SERV	Barricades	HHS	01	OTHER RESTRICT	282.16
PO24-01602	AMAZON CAPITAL SERV	Reference Books - 3rd-5th	BVEL	01	LCFF SUPP FUNDI	517.85
PO24-01603	MHB VOLLEYBALL CONS	CFP - Assignors Fees	HHS	01	Measure T	750.00
PO24-01604	DS&C DALE SCOTT & C	ANNUAL FEE - ADTR	FIN	01	NO REPORTING RI	2,899.23
PO24-01605	MEDIA FLEX INC	CFP INVOICE 002115 FROM LAST YEAR	SQHS	01	NO REPORTING RI	176.00
PO24-01606	LUX BUS AMERICA	CFP-Girls Basketball Bus	SCHS	01	Measure T	1,197.07
PO24-01607	PERFORMANCE HEALTH	MEDCO Supplies	SCHS	01	Measure T	287.95
PO24-01608	SCHOLASTIC INC.	CFP- Scholastic Magazine	SCHS	01	LOTTERY:INSTRU	164.84
PO24-01609	SCHOLASTIC INC.	CFP-Scholastic Digital Magazine	SCHS	01	LOTTERY:INSTRU	85.50
PO24-01610	SANTA CRUZ AUTO PAR	OPEN PO SC AUTO	SCHS	01	C. PERKINS CTE:	1,000.00
PO24-01611	AMAZON CAPITAL SERV	Bicycle Supplies	HHS	01	C. PERKINS CTE:	183.41
PO24-01612	KUTA SOFTWARE LLC	Math Intervention Software	CURR	01	ESSER III ARP	403.30
PO24-01613	CARDEA SERVICES	Cardea CSA	CURR	01	ESEA:STDNT SUPP	500.00
PO24-01614	CA COUNCIL FOR SOCI	CCSS Conference Registration (Early Bird pricing)	CURR	01	ESSER III ARP	3,750.00
PO24-01615	CA COUNCIL FOR SOCI	CCSS Memberships	CURR	01	ESEA:STDNT SUPP	750.00
PO24-01616	MHB VOLLEYBALL CONS	CFP- MHB Volleyball Assignor Fee	SCHS	01	Measure T	750.00
PO24-01617	SC COAST ATHLETIC L	CFP- Fall Playoff Fees, Admin Fee	SCHS	01	Measure T	495.00
PO24-01618	AMAZON CAPITAL SERV	Camera	HHS	01	Measure T	81.76
PO24-01619	BOOMERANG PROJECT,	LINK CREW TRAIING FOR TWO TEACHERS	SQHS	01	LCFF SUPP FUNDI	7,450.00
PO24-01620	TSAI, FEI L	TSAI, SETTLEMENT AUG-NOV23 BOARD APPROVED 11/08	SPED	01	NO REPORTING RI	26,907.32
PO24-01621	MCGRAW HILL EDUCATI	TEXTBOOKS FOR SS # MROSS-08172023090321-001	SQHS	01	NO REPORTING RI	11,343.79
PO24-01622	ADOBE INC	Adobe Creative Cloud licenses	CURR	01	Measure T	7,380.00
PO24-01623	LISA SAWYER	CSA Liza Sawyer G1, A1	BSS	01	NO REPORTING RI	500.00
PO24-01624	COMMUNITY PRINTERS	Diploma printing BSSC	BSS	01	DONATIONS	213.47
PO24-01625	CALIFORNIA SCHOOL N	CSNO 74th Annual Conference	STUS	01	OTHER RESTRICT	1,795.00
PO24-01626	THE SOURCING GROUP	RED BACKPACKS	STUS	01	NO REPORTING RI	314.64

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Description

Includes Purchase Orders dated 11/28/2023 - 01/03/2024

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO24-01627	PALACE BUSINESS SOL	DLV Safety Mat	DLEL	01	OTHER RESTRICT	50.84
PO24-01628	AMAZON CAPITAL SERV	Carrol, Laura MHS Allocation Nov 23	SPED	01	SE:STATE LOCAL	92.75
PO24-01629	AMAZON CAPITAL SERV	Burke, Kat (3733) Teacher Fund 23/24	SPED	01	SE:STATE LOCAL	15.50
PO24-01630	CDW GOVERNMENT INC.	Headphones for Newcomers	CURR	01	ESEA:IMMIGRANT	706.19
PO24-01631	JOHNNIE WILSON	CSA Math consultant. SPSA G2, A3	BSS	01	LCFF SUPP FUNDI	6,000.00
PO24-01632	LYNN B SHUGART	Shugart Nov 23 Settlement	SPED	01	NO REPORTING RI	27,237.25
PO24-01633	GERALYN M CLANCY AT	Tsai Attorney's Fees (BOARD APPROVED NOV 8,)	SPED	01	NO REPORTING RI	14,000.00
PO24-01634	DILBECK & SONS INC	^BV TK IFP INSTALL	M&O	01	UNIV PRE-K PLAN	3,153.00
PO24-01635	COULTER CONSTRUCTIO	SWITCHGEAR BRACKETS	M&O	21	Bond A Elem	2,755.00
PO24-01636	ROCKLER WOODWORKIN	ROUTER	MHMS	01	GOVERNORS CTE	3,931.91
PO24-01637	AMAZON CAPITAL SERV	Floor Mats for SCHS CTE Dance classes	CURR	01	CAREER TECHNIC	830.26
PO24-01638	AMAZON CAPITAL SERV	classroom supplies	WLEL	01	DONATIONS	54.60
PO24-01639	FOLLETT CONTENT SOL	Books for Spanish L.A.	BMS	01	LOTTERY:INSTRUC	602.40
PO24-01640	PEARTREE + BELLI AR	B40MS AUTOMATED ENTRY DOORS DSA FEE	M&O	21	Bond A Secondar	4,312.31
PO24-01641	FIELDTURF USA	B40M - GMAX TESTING ON THE FIELD	M&O	01	OTHER RESTRICT	995.00
PO24-01642	AMAZON CAPITAL SERV	Playground volleyball net ties	DLEL	01	NO REPORTING RI	21.62
PO24-01643	APPLE COMPUTER INC	Procreate License	BMS	01	CAREER TECHNIC	129.80
PO24-01644	PEERTEACH INC	PeerTeach licenses	CURR	01	ESSER III ARP	1,560.00
PO24-01645	JUNIOR LIBRARY GUIL	QUO-327840-Z7R5T4. Library books. Ark SPSA G1, A4	BSS	01	NO REPORTING RI	3,596.03
PO24-01646	PHOENIX CERAMICS SU	Open PO for Clay, Glazes	HHS	01	LOTTERY:INSTRUC	500.00
PO24-01647	OREN PFEFFERMANN	Oren Pfeffermann Ref fees CFP	MHMS	01	Measure U	250.00
PO24-01648	AMAZON CAPITAL SERV	Counselor Aids	HHS	01	BAS GNT LOW-INC	34.93
PO24-01649	RESOURCE AREA FOR T	Open PO - Art Supplies	BVEL	01	Measure U	300.00
PO24-01650	AMAZON CAPITAL SERV	English Classroom Books	SCHS	01	OTHER RESTRICT	578.53
PO24-01651	LUX BUS AMERICA	CFP-Lux Bus America Soccer	SCHS	01	Measure T	3,286.00
PO24-01652	DIVISION OF STATE A	DLV ELOP	M&O	25	OTHER RESTRICT	860.00
PO24-01653	AMAZON CAPITAL SERV	Pencil Pouches-ELD	HHS	01	BAS GNT LOW-INC	51.33
PO24-01654	AMAZON CAPITAL SERV	Books for Library	BMS	01	NO REPORTING RI	239.00
PO24-01655	BOARDWALK BOWL	SPED Field Trip 7/23	SPED	01	SE:STATE LOCAL	177.48
PO24-01656	N2Y LLC	N2Y ULS 12 MONTH SUBSCRIPTION	SPED	01	SE:STATE LOCAL	754.99
PO24-01657	STEEL GUARD SAFETY	Moshe/Supplies	GAEL	01	LCFF SUPP FUNDI	228.05
PO24-01658	DEMCO INC	Library Display Supplies	HHS	01	NO REPORTING RI	328.59
PO24-01659	AMAZON CAPITAL SERV	Book	HHS	01	LOTTERY:INSTRUC	51.30
PO24-01660	BSN SPORTS LLC	HH - BOLT-ON BACKBOARD SAFETY PADDING-BLK	M&O	01	OTHER RESTRICT	1,770.79
PO24-01661	MINDWORKS INNOVATIO	Love and Logic Resources	DLEL	01	ESEA:TEACHER Q	817.88
PO24-01662	AMAZON CAPITAL SERV	Somers. Marshall (3703) Teacher Funds	SPED	01	SE:STATE LOCAL	22.59

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Description

Includes Purchase Orders dated 11/28/2023 - 01/03/2024

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO24-01663	BOOMERANG PROJECT,	WEB Day Training for Baginski and Hedgecock	BMS	01	ESEA:STDNT SUPP	7,450.00
PO24-01664	ANIXTER INC	DW DOOR HARDWARE TRIM PLATES	M&O	21	Bond A Secondar	25,127.50
PO24-01665	TOOLAND INC	Woodshop New saw and attachments	MHMS	01	GOVERNORS CTE	6,680.97
PO24-01666	M3 ENVIRONMENTAL CO	SCH C&D MOD ABATEMENT OVERSIGHT	M&O	21	Bond A Secondar	5,387.18
PO24-01667	BOSCO CONSTRUCTION	SCH REMATRIATION	M&O	21	Bond A Secondar	17,750.00
PO24-01668	DILBECK & SONS INC	MHMS DOOR REPLACEMENT	M&O	21	Bond A Secondar	15,972.00
PO24-01669	DICK BLICK COMPANY	Open PO for Blick- Art supplies	DLEL	01	Measure U	5,000.00
PO24-01670	KEYANALYTICS	ACCOUNTING SOFTWARE	M&O	21	Bond A Secondar	53,200.00
PO24-01671	DEVELOPMENT GROUP I	B40SS VAPE SENSORS	M&O	21	Bond A Elem	11,225.70
PO24-01672	BOGARD CONSTRUCTION	EDUCATOR HOUSING DESIGN-BUILD AGREEMENT	M&O	40	BUILDING FUND -	2,625,000.00
PO24-01673	B & H PHOTO	CTE Graphic Design Printer	SCHS	01	Measure T	3,280.33
PO24-01674	MACKIN EDUCATIONAL	Barbara/Library	GAEL	01	BAS GNT LOW-INC	161.02
PO24-01675	BOOKSHOP SANTA CRUZ	Mandi Rubin/Books	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01676	BOOKSHOP SANTA CRUZ	Meg Finn/Books	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01677	BOOKSHOP SANTA CRUZ	Tony Difrancesca/Books	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01678	BOOKSHOP SANTA CRUZ	Jackie Olin/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01679	BOOKSHOP SANTA CRUZ	Molly Kruger/Books	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01680	BOOKSHOP SANTA CRUZ	Kaima Weiss-Penzies/Books	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01681	BOOKSHOP SANTA CRUZ	Katy Scowcroft/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01682	BOOKSHOP SANTA CRUZ	Lacie Wall/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01683	BOOKSHOP SANTA CRUZ	Dylan Vahradian/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01684	BOOKSHOP SANTA CRUZ	Dana Johnson/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01685	BOOKSHOP SANTA CRUZ	Morgan Moyer/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01686	BOOKSHOP SANTA CRUZ	Steven Salas/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01687	BOOKSHOP SANTA CRUZ	Daniel Bickham/Books for class use	GAEL	01	LCFF SUPP FUNDI	50.00
PO24-01688	APPLE COMPUTER INC	Barbara/Apple replacements.	GAEL	01	LCFF SUPP FUNDI	385.52
PO24-01689	MACKIN EDUCATIONAL	Barbara/Library Books	GAEL	01	NO REPORTING RI	1,500.00
PO24-01690	BEAT STUTTERING LLC	Volpe, Joanna Teacher Allocation	SPED	01	SE:STATE LOCAL	67.00
PO24-01691	MAGNATAG INC	Admin Whiteboard	SCHS	01	NO REPORTING RI	1,428.46
PO24-01692	DISCOVERY CHARTERS	CFP Discovery Bus	SCHS	01	Measure T	3,075.00
PO24-01693	JEREMY DYBDAHL	Dybdahl Settlement May-Oct 23	SPED	01	NO REPORTING RI	20,000.00
PO24-01694	CURTIS DALE POLLOCK	consultant for enrollment	BUSN	01	NO REPORTING RI	27,500.00
PO24-01695	JEFFREY N BOTTORFF	CSA Consulting for IT project	IT	01	NO REPORTING RI	15,000.00
PO24-01696	STEPS TO SUCCESS	23-24 /NPA-Steps to Success: IEP MANDATED SERVICES	SPED	01	SE:STATE LOCAL	21,280.00
PO24-01697	LA EUROPA ACADEMY	NPS La Europa RTC 23/24	SPED	01	SE:STATE LOCAL	152,550.00
PO24-01698	JOSTENS INC	CFP FOR DIPLOMAS FOR 22/23 GRADUATION INV31016584	SQHS	01	NO REPORTING RI	13.52
PO24-01699	TEXTBOOK WAREHOUSE	NEW TEXTBOOKS FOR AP SS	SQHS	01	LOTTERY:INSTRU	1,042.31

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Description

Includes Purchase Orders dated 11/28/2023 - 01/03/2024

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO24-01700	FRESNO OXYGEN & WEL	classroom materials needed for welding	SQHS	01	Measure T	2,725.00
PO24-01701	SC COAST ATHLETIC L	Fall SCCAL fees	SQHS	01	Measure T	470.00
PO24-01702	AMAZON CAPITAL SERV	Books for library for curricular sport and spanish	MHMS	01	LOTTERY:INSTRU	500.00
PO24-01703	VENTURA COUNTY OFFI	CTE Credential Program	CURR	01	CAREER TECHNIC	950.00
PO24-01704	DILBECK & SONS INC	D.O. - LABOR TO ADD BACKING & HANG TV	M&O	01	NO REPORTING RI	500.00
PO24-01705	AMERICAN RED CROSS	CFP - Adult CPR Certification	HHS	01	C. PERKINS CTE:	72.00
PO24-01706	COUNTY OF SANTA CRU	SQHS - SCC ENVIRONMENTAL HEALTH PERMIT	M&O	01	OTHER RESTRICT	1,029.00
PO24-01707	COUNTY OF SANTA CRU	SCHS - SCC ENVIRONMENTAL HEALTH PERMIT	M&O	01	OTHER RESTRICT	1,029.00
PO24-01708	COUNTY OF SANTA CRU	HH - SCC ENVIRONMENTAL HEALTH PERMIT	M&O	01	OTHER RESTRICT	1,029.00
PO24-01709	CDW GOVERNMENT INC.	M&O DESKTOP COMPUTER FOR CHRIS GARCIA	M&O	01	ONGOING & MAJO	1,278.23
PO24-01710	BSN SPORTS LLC	HH GYM PADDING	M&O	21	Bond A Secondar	11,883.73
PO24-01711	DICK BLICK COMPANY	Art Classroom Supplies	HHS	01	BAS GNT LOW-INC	1,488.61
PO24-01712	AMAZON CAPITAL SERV	Masri, Amanda (5792) 23-24 Teacher Funds	SPED	01	SE:STATE LOCAL	186.16
PO24-01713	ART SPECIALTIES INC	PBIS Award	GAEL	01	IPI GF	175.81
PO24-01714	AMAZON CAPITAL SERV	PBIS Supplies	GAEL	01	IPI GF	563.02
<b>Total</b>						<b>4,500,994.91</b>

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Warrant Register

**MEETING DATE:** January 17, 2023

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the warrants on the Board Payment Report. The report covers vendor warrants issued from November 28, 2023 through January 3, 2024.

Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1050703	12/04/2023	Laulette A or Michael K Edward s	98.00
1050704	12/04/2023	Violeta or Timothy Burns	90.00
1050705	12/04/2023	DELTA CHARTER - CABRILLO	11,462.59
1050706	12/04/2023	SANTA CRUZ CITY SCHOOLS REVOLVING	9,069.83
1050707	12/04/2023	AMAZON CAPITAL SERVICES	15,004.61
		Unpaid Tax	13.40
		Expensed Amount	15,018.01
1050708	12/04/2023	ADROIT ADVANCED TECH INC	8,606.50
1050709	12/04/2023	AIRGAS NATIONAL CARBONATION	329.19
		Unpaid Tax	.76
		Expensed Amount	329.95
1050710	12/04/2023	AMERICAN RED CROSS	1,764.00
1050711	12/04/2023	APEX AUTO GLASS	50.00
1050712	12/04/2023	APPI	327.71
		Unpaid Tax	.75-
		Expensed Amount	326.96
1050713	12/04/2023	B & H PHOTO-VIDEO REMITTANCE PROCESSING CTR	146.94
		Unpaid Tax	.34
		Expensed Amount	147.28
1050714	12/04/2023	BOOKSHOP SANTA CRUZ INC	587.88
1050715	12/04/2023	BSN SPORTS LLC	721.05
1050716	12/04/2023	CALIFORNIA COUNTY SUPT.	2,700.00
1050717	12/04/2023	CALIFORNIA SCHOOL LIBRARY ASSOCIATION	2,565.00
1050718	12/04/2023	CAROLINA BIOLOGICAL	121.80
1050719	12/04/2023	CENGAGE LEARNING	1,467.58
		Unpaid Tax	3.36
		Expensed Amount	1,470.94
1050720	12/04/2023	CHANGE ACADEMY LAKE OZARKS LLC	36,935.67
1050721	12/04/2023	CINTAS CORPORATIONS	538.91
1050722	12/04/2023	COAST PAPER & SUPPLY	2,202.37
1050723	12/04/2023	DEMCO INC	204.39
1050724	12/04/2023	DICK BLICK CO.	475.41
1050725	12/04/2023	EAN SERVICES LLC	1,262.65
1050726	12/04/2023	EWING IRRIGATION PRODUCTS	1,282.20
1050727	12/04/2023	FLYERS ENERGY LLC	2,892.27
1050728	12/04/2023	GROWING UP IN SANTA CRUZ	483.00
1050729	12/04/2023	INDEPENDENT RENTAL CO	1,715.04
		Unpaid Tax	1.39
		Expensed Amount	1,716.43
1050730	12/04/2023	JW PEPPER & SON INC	81.94
1050731	12/04/2023	KAISER FOUNDATION HEALTH PLAN	45,357.09
1050732	12/04/2023	KITAYAMA BROS INC.	217.36
		Unpaid Tax	1.44-
		Expensed Amount	215.92
1050733	12/04/2023	KNORR SYSTEMS	25,618.82
		Unpaid Tax	46.25
		Expensed Amount	25,665.07
1050734	12/04/2023	LAKESHORE LEARNING MATERIALS	74.27

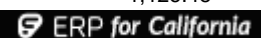
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Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1050735	12/04/2023	MAXIM HEALTHCARE SRVCS HOLDING	2,591.00
1050736	12/04/2023	NORTH BAY FORD	421.68
1050737	12/04/2023	OTTLEY INC DBA BLUE WATER SEDANS	8,119.00
1050738	12/04/2023	PALACE BUSINESS SOLUTIONS	117.36
1050739	12/04/2023	PHOENIX CERAMICS SUPPLY	1,457.94 *
		Unpaid Tax	.24-
		Expensed Amount	1,457.70
Cancelled on 12/14/2023			
1050740	12/04/2023	PITNEY BOWES BANK INC RESERVE ACCOUNT	5,000.00
1050741	12/04/2023	PRIORS TIRES	70.00
1050742	12/04/2023	RSD	3,281.25
		Unpaid Tax	3.75-
		Expensed Amount	3,277.50
1050743	12/04/2023	SAFEWAY STORES INC ACCT 58624	117.76
1050744	12/04/2023	SASC, LLC DBA ACTIVATE LEARNING LLC	9,620.60
1050745	12/04/2023	SC COUNTY SHERIFF - FISCAL	11,342.01
1050746	12/04/2023	SCENARIO LEARNING, LLC	9,670.90
1050747	12/04/2023	SCHOOL HEALTH CORPORATION	1,495.47
1050748	12/04/2023	SILVIA PATIENCE	1,893.75
1050749	12/04/2023	STAPLES ADVANTAGE	2,567.24
1050750	12/04/2023	TUCCI LEARNING SOLUTIONS INC	5,972.50
1050751	12/04/2023	UBEO WEST LLC	32,042.83
1050752	12/04/2023	ULINE	1,409.68
		Unpaid Tax	.14-
		Expensed Amount	1,409.54
1050753	12/04/2023	WARDS NATURAL SCIENCE EST. INC	153.65
1050754	12/04/2023	WESTSIDE HARDWARE	207.16
1050755	12/04/2023	WOODWIND AND BRASSWIND	230.45
1050756	12/04/2023	Hua, Thien M	112.78
1050757	12/04/2023	Abreu-Coito, Dorothy	37.73
1050758	12/04/2023	Monreal, Jimmy	30.13
1050759	12/04/2023	Munro, Kristin E	292.77
1050760	12/04/2023	Spiers, Amy E	289.81
1050761	12/04/2023	Quintero Perez, Laura	66.10
1050762	12/04/2023	Carranza, Helena	37.34
1050763	12/04/2023	Asamoto, Erin E	2,025.60
1050764	12/04/2023	Gilbert, Lars J	156.00
1050765	12/04/2023	Rowe-Kairys, Katherine	70.30
1050766	12/04/2023	Krummel, Sarah K	260.69
1050767	12/04/2023	Banks, Branna D	93.86
1050768	12/04/2023	Maslowski, Kasha L	107.13
1050769	12/04/2023	O'Meara, Gregory	13.93
1050770	12/04/2023	Norton, Katharine E	179.00
1050771	12/04/2023	CARD SERVICE CENTER	1,054.65
1050772	12/04/2023	MAGNOLIA SUN LLC	5,822.31
1050773	12/04/2023	SANTA CRUZ MUNICIPAL UTILITIES	69,632.44
1050774	12/04/2023	SOQUEL CREEK WATER DISTRICT	127.82
1050775	12/04/2023	AMAZON CAPITAL SERVICES	676.39
1050776	12/04/2023	APED	1,125.48

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## Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1050777	12/04/2023	CARBONIC SERVICE INC	88.20
1050778	12/04/2023	ELITE INTERACTIVE SOLUTIONS LLC	6,150.24
1050779	12/04/2023	FERGUSON ENTERPRISES	169.90
1050780	12/04/2023	H2I GROUP INC	2,895.00
1050781	12/04/2023	HOME DEPOT INC	131.76
1050782	12/04/2023	INDEPENDENT ELECTRICAL SUPPLY	183.48
1050783	12/04/2023	KELLY MOORE PAINT CO	135.58
1050784	12/04/2023	PACIFIC MATERIAL HANDLING SOLUTIONS	473.88
1050785	12/04/2023	RIVERSIDE LIGHTING	230.65
1050786	12/04/2023	ROSS RECREATION EQUIPMENT	1,600.00
1050787	12/04/2023	SAN LORENZO LUMBER AND HOME CENTER	220.16
1050788	12/04/2023	ABRITE, A SPEECH PATHOLOGY CORPORATION	205,418.19
1050789	12/04/2023	AMERIGAS PROPANE LP	123.24
1050790	12/04/2023	BOBBYS PIT STOP INC	82.30
1050791	12/04/2023	CHEVROLET OF WATSONVILLE	150.00
1050792	12/04/2023	CIF-CCS	1,040.00
1050793	12/04/2023	CORNELIUS SMIT	5,940.00
1050794	12/04/2023	DANIEL JOHN SIDDENS	1,254.00
1050795	12/04/2023	DANIELSEN CO.	14,622.41
1050796	12/04/2023	GOLD STAR FOODS	21,184.32
1050797	12/04/2023	GRAY'S MUSICAL INSTRUMENTS	106.20
1050798	12/04/2023	JERENE LACEY	4,203.00
1050799	12/04/2023	MAKE MUSIC INC	292.22
1050800	12/04/2023	P & R PAPER SUPPLY COMPANY INC	3,806.24
1050801	12/04/2023	PALACE BUSINESS SOLUTIONS	873.91
1050802	12/04/2023	PHOENIX CERAMICS SUPPLY	201.10
1050803	12/04/2023	PRODUCERS DAIRY FOODS INC	9,453.15
1050804	12/04/2023	SAFEWAY STORES INC ACCT 58624	126.67
1050805	12/04/2023	STAPLES ADVANTAGE	98.74
1050806	12/04/2023	SYSCO FOOD SERVICES OF SF	7,213.59
1050807	12/04/2023	WATSONVILLE COAST PRODUCE	1,927.00
1050808	12/04/2023	ALBION ENVIRONMENTAL INC	1,014.75
1050809	12/04/2023	AMERICAN MODULAR SYSTEMS INC	87,320.77
1050810	12/04/2023	BARTOS ARCHITECTURE INC	34,297.25
1050811	12/04/2023	BOSCO CONSTRUCTION SERVICES INC	9,111.00
1050812	12/04/2023	CRW INDUSTRIES INC	137,194.75
1050813	12/04/2023	DILBECK & SONS INC	56,930.65
1050814	12/04/2023	FIBER OPTIC TELECOM INTL	19,092.00
1050815	12/04/2023	KENT CONSTRUCTION	4,182.66
1050816	12/04/2023	MOORE TWINING ASSOCIATES INC	2,845.63
1050817	12/04/2023	DISCOUNT SCHOOL SUPPLY	4,971.23
1050818	12/04/2023	STEVE WEISS MUSIC INC	5,532.41
1050819	12/04/2023	CALIFORNIA DEPARTMENT OF ED ATT: Cashiers Office	5,190.97
1051379	12/11/2023	ABRITE, A SPEECH PATHOLOGY CORPORATION	210,405.24
1051380	12/11/2023	ACSIG/EDGE DENTAL ATTN: K DENNIS, EXEC DIR	51,471.20
1051381	12/11/2023	B & H PHOTO-VIDEO REMITTANCE PROCESSING CTR	575.91
1051382	12/11/2023	CDW GOVERNMENT INC.	2,330.53
1051383	12/11/2023	CINTAS CORPORATIONS	689.65
1051384	12/11/2023	COAST PAPER & SUPPLY	519.30

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Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1051385	12/11/2023	COMMUNITY PRINTERS INC	318.70
1051386	12/11/2023	COMPLETE MAILING SERVICE INC	797.50
1051387	12/11/2023	CONTINENTAL ATHLETIC	10,859.10
1051388	12/11/2023	DICK BLICK CO.	901.05
1051389	12/11/2023	GRAY'S MUSICAL INSTRUMENTS	195.00
1051390	12/11/2023	HARTFORD LIFE	7,737.70
1051391	12/11/2023	INTERNATIONAL BACCALAUREATE OR	68,301.00
1051392	12/11/2023	LOZANO SMITH LLP	5,799.57
1051393	12/11/2023	OFFICE DEPOT	60.58
1051394	12/11/2023	PALACE BUSINESS SOLUTIONS	46.33
1051395	12/11/2023	PENINSULA SPORTS INC	250.00
1051396	12/11/2023	PHOENIX CERAMICS SUPPLY	92.69
1051397	12/11/2023	SAN LORENZO LUMBER AND HOME CENTER	452.94
1051398	12/11/2023	SC COAST ATHLETIC LEAGUE C/O MARK DORFMAN	150.00
1051399	12/11/2023	STAPLES ADVANTAGE	49.37
1051400	12/11/2023	SWAY MEDICAL INC	1,000.00
1051401	12/11/2023	TEACHERS CURRICULUM INSTITUTE	730.06
1051402	12/11/2023	THE HARTFORD LTD ATTN: GROUP BENEFITS	9,972.56
1051403	12/11/2023	UPPER STORY LLC	168.10
		Unpaid Tax	14.05
		Expensed Amount	182.15
1051404	12/11/2023	AMAZON CAPITAL SERVICES	13,136.63
		Unpaid Tax	5.62
		Expensed Amount	13,142.25
1051405	12/11/2023	ACCO ENGINEERED SYSTEMS	7,415.15
1051406	12/11/2023	ACCO-WILSON INC	23,550.00
1051407	12/11/2023	ACE PORTABLE SERVICES	1,116.96
1051408	12/11/2023	AMAZON CAPITAL SERVICES	316.30
1051409	12/11/2023	ANIMAL DAMAGE MGMT	2,465.00
1051410	12/11/2023	APED	950.47
1051411	12/11/2023	APPI	756.79
1051412	12/11/2023	CARBONIC SERVICE INC	328.44
1051413	12/11/2023	CENTRAL COAST SYSTEMS INC	4,754.45
1051414	12/11/2023	COMCAST	308.28
1051415	12/11/2023	CONSOLIDATED ELECTRICAL DIST	943.18
1051416	12/11/2023	FERGUSON ENTERPRISES	50.29
1051417	12/11/2023	FLYERS ENERGY LLC	2,652.84
1051418	12/11/2023	HINES PEST & WEED CONTROL DBA R AURIA INC	110.00
1051419	12/11/2023	HOME DEPOT INC	397.84
1051420	12/11/2023	KELLY MOORE PAINT CO	98.85
1051421	12/11/2023	KELLY MOORE PAINT CO	48.57
1051422	12/11/2023	KELLY MOORE PAINT CO	36.97
1051423	12/11/2023	KELLY MOORE PAINT CO	60.27
1051424	12/11/2023	KNORR SYSTEMS INTERNATIONAL	6,527.11
1051425	12/11/2023	NORTH BAY FORD	304.00
1051426	12/11/2023	REVOLT RECYCLING, LLC	1,622.19
1051427	12/11/2023	RIVERSIDE LIGHTING	71.89
1051428	12/11/2023	SAN LORENZO LUMBER AND HOME CENTER	32.29

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Checks Dated 11/28/2023 through 01/03/2024

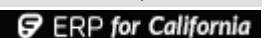
Check Number	Check Date	Pay to the Order of	Check Amount
1051429	12/11/2023	SANTA CRUZ RECORDS MANAGEMENT	252.00
1051430	12/11/2023	SHIFFLER EQUIPMENT SALES INC	567.76
1051431	12/11/2023	ABRITE, A SPEECH PATHOLOGY CORPORATION	31,117.03
1051432	12/11/2023	APPLE COMPUTER INC	11,305.90
		Unpaid Tax	201.65
		Expensed Amount	11,507.55
1051433	12/11/2023	B & B SMALL ENGINE REPAIR	109.90
1051434	12/11/2023	B & H PHOTO-VIDEO REMITTANCE PROCESSING CTR	3,387.04
1051435	12/11/2023	BANC OF AMERICA PUBLIC CAPITAL CORP	359,229.75
1051436	12/11/2023	BAY SCHOOL, THE	110,027.82
1051437	12/11/2023	BOOKSHOP SANTA CRUZ INC	726.08
1051438	12/11/2023	BUREAU OF AUTOMOTIVE REPAIR	300.00
1051439	12/11/2023	CAMPUS KIDS CONNECTION INC	38,078.00
1051440	12/11/2023	CAROLINA BIOLOGICAL	705.79
1051441	12/11/2023	CELSA ORTEGA VALVIDARES	336.00
1051442	12/11/2023	CHANGE ACADEMY LAKE OZARKS LLC	23,153.20
1051443	12/11/2023	COAST PAPER & SUPPLY	1,074.82
1051444	12/11/2023	COMPLETE MAILING SERVICE INC	885.97
1051445	12/11/2023	CONTINENTAL ATHLETIC	343.42
1051446	12/11/2023	DANIELSEN CO.	5,993.38
1051447	12/11/2023	EAN SERVICES LLC	9.45
1051448	12/11/2023	EASTER SEALS CENTRAL CALIF	12,682.36
1051449	12/11/2023	EDGEWOOD PRESS INC	1,150.80
1051450	12/11/2023	GALE GROUP	394.90
1051451	12/11/2023	GOLD STAR FOODS	4,514.58
1051452	12/11/2023	GRAY'S MUSICAL INSTRUMENTS	206.20
1051453	12/11/2023	GREAT BOOKS FOUNDATION	5,174.45
		Unpaid Tax	3.10-
		Expensed Amount	5,171.35
1051454	12/11/2023	HOSE SHOP	121.12
1051455	12/11/2023	INTERNATIONAL BACCALAUREATE OR	471.00
1051456	12/11/2023	JW PEPPER & SON INC	174.99
1051457	12/11/2023	LAKESHORE LEARNING MATERIALS	1,438.54
1051458	12/11/2023	MAXIM HEALTHCARE SRVCS HOLDING	10,340.00
1051459	12/11/2023	MPRESS DIGITAL INC	367.63
1051460	12/11/2023	P & R PAPER SUPPLY COMPANY INC	1,536.61
1051461	12/11/2023	PALACE BUSINESS SOLUTIONS	291.78
1051462	12/11/2023	PHOENIX CERAMICS SUPPLY	4,125.22
1051463	12/11/2023	PRODUCERS DAIRY FOODS INC	1,009.77
1051464	12/11/2023	READ NATURALLY	507.50
1051465	12/11/2023	RICHARD MARKS	9,300.00
1051466	12/11/2023	RIO GRANDE ALBUQUERQUE INC.	2,161.36
		Unpaid Tax	.12-
		Expensed Amount	2,161.24
1051467	12/11/2023	SAFEWAY STORES INC ACCT 58624	49.69
1051468	12/11/2023	SAN LORENZO LUMBER AND HOME CENTER	159.64
1051469	12/11/2023	SANTA CRUZ MUSEUM OF NATURAL HISTORY	25.00
1051470	12/11/2023	SCHOOL HEALTH CORPORATION	679.52

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Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1051471	12/11/2023	SCOTT JOHNSON	6,080.16
1051472	12/11/2023	SISC	597,021.10
1051473	12/11/2023	SOQUEL HIGH SCHOOL FLORAL DESIGN	180.00
1051474	12/11/2023	STAPLES ADVANTAGE	141.51
1051475	12/11/2023	STATE OF CALIFORNIA DEPARTMENT OF REHABILITATION	25,704.00
1051476	12/11/2023	SUTTER HEALTH PLUS	468,208.00
1051477	12/11/2023	SYSCO FOOD SERVICES OF SF	2,603.38
1051478	12/11/2023	TEXTBOOK WAREHOUSE	1,328.71
1051479	12/11/2023	THE SOURCING GROUP	977.38
1051480	12/11/2023	UBEO WEST LLC	243.28
1051481	12/11/2023	UNITED WAY OF SC COUNTY	33,000.00
1051482	12/11/2023	WARDS NATURAL SCIENCE EST. INC	84.52
1051483	12/11/2023	WATSONVILLE COAST PRODUCE	906.30
1051484	12/11/2023	WPS	392.00
1051485	12/11/2023	ART GRAMS INSPECTION SERVICES	2,000.00
1051486	12/11/2023	COLBI TECHNOLOGIES INC	2,875.00
1051487	12/11/2023	POLAR LEASING COMPANY INC	26,971.74
1051488	12/11/2023	PREMIER INSPECTION SERVICES	4,090.00
1051489	12/11/2023	PROJECT SUPPORT SERVICES INC	6,250.00
1051490	12/11/2023	SANTA CLARA VALLEY CONSTRUCTION INSPECTIONS	16,000.00
1051491	12/11/2023	AT&T	880.37
1051492	12/11/2023	AT&T	2,202.35
1051493	12/11/2023	T-MOBILE USA INC	743.61
1051494	12/11/2023	White O'Hagan, Meghan L	100.59
1051495	12/11/2023	Dominguez, Desiree A	45.85
1051496	12/11/2023	Houser, Kenee M	5.00
1051497	12/11/2023	Monreal, Jimmy	61.36
1051498	12/11/2023	Parks, Molly C	56.57
1051499	12/11/2023	Bautista, Cindy C	14.48
1051500	12/11/2023	Balke, Sean M	138.60
1051501	12/11/2023	Toschi, Dina R	60.00
1051502	12/11/2023	Gaona, Mireya	19.34
1051503	12/11/2023	Rovick, Leif L	122.76
1051504	12/11/2023	Lal, Rishi D	32.61
1051505	12/11/2023	WORTHINGTON DIRECT	17,302.44
		Unpaid Tax	.04-
		Expensed Amount	17,302.40
1052296	12/18/2023	Pratt, Torey A	131.79
1052297	12/18/2023	AMAZON CAPITAL SERVICES	13,536.77
		Unpaid Tax	1.09
		Expensed Amount	13,537.86
1052298	12/18/2023	DELTA CHARTER - CABRILLO	110,599.00
1052299	12/18/2023	AT&T	1,033.18
1052300	12/18/2023	AT&T	988.59
1052301	12/18/2023	AT&T	170.28
1052302	12/18/2023	AT&T	12,325.21
1052303	12/18/2023	GREENWASTE RECOVERY INC	8,158.37
1052304	12/18/2023	GS DIRECT LLC	3,856.62

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## Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1052305	12/18/2023	PG&E	123,037.04
1052306	12/18/2023	SOLARCITY LMC SERIES 1 LLC	2,252.48
1052307	12/18/2023	T-MOBILE USA INC	6,278.25
1052308	12/18/2023	O'Brien, Casey P	134.04
1052309	12/18/2023	Curley IV, Clyde J	85.92
1052310	12/18/2023	Deutsch, Peter G	184.70
1052311	12/18/2023	Marquart, Michelle A	36.70
1052312	12/18/2023	Roberts, John M	328.55
1052313	12/18/2023	Tellez, Susan J	222.96
1052314	12/18/2023	Hedrick-Farr, Amy R	490.18
1052315	12/18/2023	Schilling, Melissa A	5.76
1052316	12/18/2023	Della Mora, Ebby E	12.58
1052317	12/18/2023	Burke, Kathleen A	80.84
1052318	12/18/2023	Taylor, Olivia R	11.53
1052319	12/18/2023	Toschi, Dina R	233.25
1052320	12/18/2023	Guzman, Mara	119.99
1052321	12/18/2023	Montanez, Cory L	55.20
1052322	12/18/2023	Murray, Jessica A	69.29
1052323	12/18/2023	Sooahoo, Alison	190.78
1052324	12/18/2023	ACCO-WILSON INC	3,750.00
1052325	12/18/2023	AMAZON CAPITAL SERVICES	435.85
1052326	12/18/2023	ANIXTER INC	876.49
1052327	12/18/2023	APED	837.81
1052328	12/18/2023	CARBONIC SERVICE INC	169.40
1052329	12/18/2023	CENTRAL COAST SYSTEMS INC	2,169.55
1052330	12/18/2023	CENTRAL HOME SUPPLY	1,116.19
1052331	12/18/2023	COMMUNITY TREE SERVICE INC	2,001.70
1052332	12/18/2023	FERGUSON ENTERPRISES	1,936.93
1052333	12/18/2023	HOME DEPOT INC	222.12
1052334	12/18/2023	INDEPENDENT ELECTRICAL SUPPLY	348.67
1052335	12/18/2023	KNORR SYSTEMS INTERNATIONAL	432.26
1052336	12/18/2023	KOALA TREE CARE	10,200.00
1052337	12/18/2023	KONE INC	2,059.13
1052338	12/18/2023	PRIORS TIRES	38.67
1052339	12/18/2023	RIVERSIDE LIGHTING	1,340.02
1052340	12/18/2023	SAN LORENZO LUMBER AND HOME CENTER	205.76
1052341	12/18/2023	SANTA CRUZ AUTO PARTS INC	19.64
1052342	12/18/2023	SANTA CRUZ RECORDS MANAGEMENT	335.00
1052343	12/18/2023	SHIFFLER EQUIPMENT SALES INC	431.34
1052344	12/18/2023	VERIZON CONNECT FLEET USA LLC	1,438.81
1052345	12/18/2023	AGUSTIN DONALDO DANIEL	1,000.00
1052346	12/18/2023	VINCENT LOCATELLI	1,000.00
1052347	12/18/2023	ACES 2020 LLC	35,982.80
1052348	12/18/2023	ACSIG/VSP VISION CARE ATTN: K DENNIS, EXEC DIR	6,328.20
1052349	12/18/2023	AMERIGAS PROPANE LP	177.36
1052350	12/18/2023	BAY SCHOOL, THE	58,683.56
1052351	12/18/2023	BENCHMARK EDUCATION CO.	1,982.53
1052352	12/18/2023	CA COUNCIL FOR SOCIAL STUDIES	3,780.00
1052353	12/18/2023	CDW GOVERNMENT INC.	6,899.95

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Checks Dated 11/28/2023 through 01/03/2024

Check Number	Check Date	Pay to the Order of	Check Amount
1052354	12/18/2023	CHARTWELL SCHOOL	4,357.50
1052355	12/18/2023	COAST PAPER & SUPPLY	746.30
1052356	12/18/2023	COMICOPOLIS	72.62
1052357	12/18/2023	COMMUNITY PRINTERS INC	935.22
1052358	12/18/2023	DANIELSEN CO.	6,227.06
1052359	12/18/2023	DICK BLICK CO.	100.91
1052360	12/18/2023	E-CONTROL SYSTEMS INC	400.00
1052361	12/18/2023	GOLD STAR FOODS	10,877.11
1052362	12/18/2023	HEGGERTY PHONEMIC AWARENESS	192.24
1052363	12/18/2023	LAKESHORE LEARNING MATERIALS	1,357.19
1052364	12/18/2023	LYNN B SHUGART	24,931.12
1052365	12/18/2023	MHB VOLLEYBALL CONSULTING SERV	750.00
1052366	12/18/2023	OFFICE DEPOT	1,809.05
1052367	12/18/2023	P & R PAPER SUPPLY COMPANY INC	2,050.18
1052368	12/18/2023	PALACE BUSINESS SOLUTIONS	545.47
1052369	12/18/2023	PALMER BEHAVIORAL CONSULT. INC	7,100.10
1052370	12/18/2023	PIONEER VALLEY EDUCATIONAL PRESS INC	617.26
1052371	12/18/2023	PRODUCERS DAIRY FOODS INC	3,256.50
1052372	12/18/2023	ROGER'S REFRIGERATION INC	1,642.86
1052373	12/18/2023	ROYAL COACH TOURS	2,903.00
1052374	12/18/2023	SAFeway STORES INC ACCT 58624	88.11
1052375	12/18/2023	SAN LORENZO LUMBER AND HOME CENTER	42.16
1052376	12/18/2023	SCHOOL SPECIALTY LLC	590.61
1052377	12/18/2023	SCHWARZE, JUDY A	2,100.00
1052378	12/18/2023	SPROUTS SC	7,094.20
1052379	12/18/2023	STEVE WEISS MUSIC INC	25.52
1052380	12/18/2023	SYSCO FOOD SERVICES OF SF	3,027.17
1052381	12/18/2023	TSAI, FEI L	26,907.32
1052382	12/18/2023	UBEO WEST LLC	76.40
		Unpaid Tax	4.40-
		Expensed Amount	72.00
1052383	12/18/2023	VICTOR TREATMENT CENTERS, INC.	27,437.00
1052384	12/18/2023	BUSINESS CARD	1,460.11
1052385	12/18/2023	ELAN FINANCIAL SERVICES	20,521.06
1052386	12/18/2023	19SIX ARCHITECTS	57,144.50
1052387	12/18/2023	ABACHERLI FENCE CO	6,957.50
1052388	12/18/2023	ALBION ENVIRONMENTAL INC	846.25
1052389	12/18/2023	COALITION FOR ADEQUATE SCHOOLS	4,323.00
1052390	12/18/2023	HANCOCK PARK & DELONG INC.	743.75
1052391	12/18/2023	KLEINFELDER INC	1,439.80
1052392	12/18/2023	PEARTREE + BELLI ARCHITECTS INC	95,264.32
1052393	12/18/2023	O'Brien, Casey P	201.74
1052394	12/18/2023	Ezroj, David M	268.62
1052395	12/18/2023	Grogan, Denice M	7.78
1052396	12/18/2023	Kramer, Todd A	147.17
1052397	12/18/2023	MacEwen, Adam K	233.12
1052398	12/18/2023	Munro, Kristin E	143.25
1052399	12/18/2023	O'Farrell, Stacy L	1,369.00
1052400	12/18/2023	Garcia, Joanna G	93.90

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**Checks Dated 11/28/2023 through 01/03/2024**

Check Number	Check Date	Pay to the Order of	Check Amount
1052401	12/18/2023	Hernandez, Amariah A	74.00
1052402	12/18/2023	Madrigal-Avila, Mark A	65.36
1052403	12/18/2023	Magana Alfaro, Michelle	221.31
1052404	12/18/2023	Lam, Bang K	31.44
1052405	12/18/2023	Morgan, Jon M	348.67
1052406	12/18/2023	Torres-Moran, Anthony L	105.23
1052407	12/18/2023	Bouchti, Mohamed Amine	343.81
1052408	12/18/2023	Krummel, Sarah K	340.31
1052409	12/18/2023	ACES 2020 LLC	7,159.17
1052410	12/18/2023	BAY SCHOOL, THE	12,915.46
1052411	12/18/2023	CALIFORNIA SCHOOL NURSES ORG	1,795.00
1052412	12/18/2023	COAST PAPER & SUPPLY	533.95
1052413	12/18/2023	DISCOUNT SCHOOL SUPPLY	2,207.63
1052414	12/18/2023	DS&C DALE SCOTT & CO INC	2,899.23
1052415	12/18/2023	EWING IRRIGATION PRODUCTS	292.84
		Unpaid Tax	.67
		Expensed Amount	293.51
1052416	12/18/2023	FAGEN FRIEDMAN & FULFROST LLP	3,832.00
1052417	12/18/2023	GERALYN M CLANCY ATTORNEY AT LAW	14,000.00
1052418	12/18/2023	LOZANO SMITH LLP	25,000.00
1052419	12/18/2023	MEDIA FLEX INC	176.00
1052420	12/18/2023	MPRESS DIGITAL INC	370.61
1052421	12/18/2023	P & R PAPER SUPPLY COMPANY INC	822.10
1052422	12/18/2023	PALACE BUSINESS SOLUTIONS	130.01
1052423	12/18/2023	SC SYSTEMS	348.06
		Unpaid Tax	16.24
		Expensed Amount	364.30
1052424	12/18/2023	SYSCO FOOD SERVICES OF SF	922.56
1052425	12/18/2023	TEACHER SYNERGY LLC	221.49
1052426	12/18/2023	WATSONVILLE COAST PRODUCE	1,213.65
ACH-00065415	11/30/2023	Eduardo Gutierrez	1,155.31 *
	Cancelled on 12/05/2023		
ACH-00065660	11/30/2023	Darcy V. Nicholson	1,480.27 *
	Cancelled on 12/05/2023		
		<b>Total Number of Checks</b>	<b>377</b>
			<b>4,155,045.69</b>

	Count	Amount
Cancel	3	4,093.52
Net Issue		4,150,952.17

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	GENERAL/COUNTY SCHOOL	322	3,077,912.71
11	ADULT EDUCATION	2	1,361.29
13	CAFETERIA SPECIAL REVENUE	28	112,386.40
21	BUILDING	22	559,503.13
25	CAPITAL FACILITIES	1	12,111.68
40	SPL RESV CAPITAL OUTLAY PRJ	8	385,968.04
73	FOUNDATION PRIVATE-PURPOSE TRU	2	2,000.00

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**Checks Dated 11/28/2023 through 01/03/2024**

Check Number	Check Date	Pay to the Order of	Check Amount
		Total Number of Checks	374
			4,151,243.25
		Less Unpaid Tax Liability	291.08
		<b>Net (Check Amount)</b>	<b>4,150,952.17</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Budget Transfers Report

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve 23-24 budget transfers dated from December 1, 2023 through December 31, 2023.  
The report follows.

**BACKGROUND:**

Ed Code 42600 requires that the Board approve budget transfers that are made between major expense object codes, or from reserves.

**FISCAL IMPACT:**

None

This work is in direct support of the following District goal and its corresponding metrics:  
Goal #5: SCCS will maintain a balanced budget and efficient and effective management.



Effective 12/01/2023 through 12/22/2023					Fiscal Year 2024	
Account	Description	Comment	From	To		
JE # <b>BR24-00873</b> JE Trans Date 12/01/2023 JE Posted 12/01/2023 Comment JG - Add Funds for C/O						
( 038336) 01- 6500- 0- 5760- 1110- 4200- 232- 0000	SE:STATE LOCAL,BOOKS &		CR			176.00
( 006668) 01- 6500- 0- 5760- 1110- 5800- 230- 0000	SE:STATE LOCAL ,PROF/CO		DR	176.00		
					<b>176.00</b>	<b>176.00</b>
JE # <b>BR24-00874</b> JE Trans Date 12/01/2023 JE Posted 12/01/2023 Comment AH - To Cover Bus Invoice						
( 030957) 01- 0809- 0- 1400- 4200- 4300- 834- 0809	Measure T,MATERIALS & SU		DR	1,200.00		
( 015670) 01- 0809- 0- 1400- 4200- 5800- 834- 0809	Measure T,PROF/CONSULT		CR			1,200.00
					<b>1,200.00</b>	<b>1,200.00</b>
JE # <b>BR24-00875</b> JE Trans Date 12/01/2023 JE Posted 12/01/2023 Comment AH - Scholastic Digital Magazine						
( 006163) 01- 6300- 0- 1110- 1000- 4300- 534- 0000	LOTTERY:INSTRUC,MATERI		DR	90.00		
( 021722) 01- 6300- 0- 1110- 1000- 5800- 534- 0000	LOTTERY:INSTRUC,PROF/C		CR			90.00
					<b>90.00</b>	<b>90.00</b>
JE # <b>BR24-00876</b> JE Trans Date 12/01/2023 JE Posted 12/01/2023 Comment BS- Cover EWR 72849 Smith, McKenzie						
( 002741) 01- 0000- 0- 3100- 1000- 2130- 825- 0808	NO REPORTING RE,CLASS I		CR			5,000.00
( 002748) 01- 0000- 0- 3100- 1000- 3312- 825- 0808	NO REPORTING RE,FICA:CL		CR			310.00
( 002752) 01- 0000- 0- 3100- 1000- 3332- 825- 0808	NO REPORTING RE,MEDICA		CR			73.00
( 002758) 01- 0000- 0- 3100- 1000- 3502- 825- 0808	NO REPORTING RE,STATE I		CR			7.00
( 002762) 01- 0000- 0- 3100- 1000- 3602- 825- 0808	NO REPORTING RE,WORKE		CR			97.00
( 036022) 01- 0000- 0- 3100- 1000- 4300- 525- 0750	NO REPORTING RE,MATERI		DR	5,487.00		
					<b>5,487.00</b>	<b>5,487.00</b>
JE # <b>BR24-00877</b> JE Trans Date 12/01/2023 JE Posted 12/01/2023 Comment AN - R24-01705						
( 038242) 01- 6385- 0- 6000- 1000- 1130- 532- 0000	GOVERNORS CTEI,CERT SA		DR	900.00		
( 038252) 01- 6385- 0- 6000- 1000- 4300- 532- 0000	GOVERNORS CTEI,MATERI/		DR	3,085.00		
( 039191) 01- 6385- 0- 6000- 1000- 4400- 532- 0000	GOVERNORS CTEI,NON-CAI		CR			3,985.00
					<b>3,985.00</b>	<b>3,985.00</b>
JE # <b>BR24-00878</b> JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment JL-HH Freezer Change Order						
( 039298) 40- 9720- 0- 0000- 8500- 6210- 046- B503	2012 SERIES A G,ARCHITEC		CR			12,600.00
					<b>.00</b>	<b>12,600.00</b>
<b>Net increase to Appropriations</b>						
					<b>.00</b>	<b>12,600.00</b>

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
JE # <b>BR24-00879</b> JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment FL - Making Copies for Band Class				
( 009032) 01- 9016- 0- 1250- 1000- 4300- 021- 0051	DONATIONS,MATERIALS & €	DR	200.00	
( 009048) 01- 9016- 0- 1250- 1000- 5800- 021- 0051	DONATIONS,PROF/CONSUL	CR		200.00
			<b>200.00</b>	<b>200.00</b>
JE # <b>BR24-00880</b> JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment AH - ELAC Food				
( 039299) 01- 0700- 0- 1110- 1000- 4395- 834- 0000	LCFF SUPP FUNDI,FOOD FC	CR		286.00
( 003687) 01- 0700- 0- 1110- 1000- 5800- 834- 0000	LCFF SUPP FUNDI,PROF/CC	DR	286.00	
			<b>286.00</b>	<b>286.00</b>
JE # <b>BR24-00881</b> JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment Deposit 43 BS Site Deposits				
( 008930) 01- 9016- 0- 1150- 1000- 5800- 021- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS BV OSS Donation Parker	CR	400.00
( 008450) 01- 9016- 0- 0000- 0000- 8699- 021- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS BV OSS Donation Parker	DR	400.00
( 008930) 01- 9016- 0- 1150- 1000- 5800- 021- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS BV OSS Donation Bake Sales	CR	419.00
( 008450) 01- 9016- 0- 0000- 0000- 8699- 021- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS Donation Bake Sales	DR	419.00
( 008930) 01- 9016- 0- 1150- 1000- 5800- 021- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS BV OSS OSS Donation	CR	969.00
( 008450) 01- 9016- 0- 0000- 0000- 8699- 021- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS BV OSS OSS Donation	DR	969.00
( 008930) 01- 9016- 0- 1150- 1000- 5800- 021- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS DLV OSS Donation M.Lieby	CR	400.00
( 008450) 01- 9016- 0- 0000- 0000- 8699- 021- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS DLV OSS Donation M.Lieby	DR	400.00
( 008752) 01- 9016- 0- 1110- 1000- 4300- 024- 0051	DONATIONS,MATERIALS & €	Deposit 43 BS Gault Donation	CR	1,275.00
( 008467) 01- 9016- 0- 0000- 0000- 8699- 024- 0051	DONATIONS,ALL OTHER LO	Deposit 43 BS Gault Donation	DR	1,275.00
( 008933) 01- 9016- 0- 1150- 1000- 5800- 024- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS Gault Science Camp Donation	CR	1,600.00
( 008469) 01- 9016- 0- 0000- 0000- 8699- 024- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS Gault Science Camp Donation	DR	1,600.00
( 008933) 01- 9016- 0- 1150- 1000- 5800- 024- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS Gault Science Camp Donation	CR	500.00
( 008469) 01- 9016- 0- 0000- 0000- 8699- 024- 0201	DONATIONS,ALL OTHER LO	Deposit 43 BS Gault Science Camp Donation	DR	500.00
( 008933) 01- 9016- 0- 1150- 1000- 5800- 024- 0201	DONATIONS,PROF/CONSUL	Deposit 43 BS Gault Science Camp Donation	CR	400.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account		Description	Comment	From	To
(continued)	JE # <b>BR24-00881</b>	JE Trans Date 12/04/2023	JE Posted 12/04/2023	Comment Deposit 43 BS Site Deposits	
( 008469)	01-9016-0-0000-0000-8699-024-0201	DONATIONS,ALL OTHER LO	Deposit 43 BS Gault Science Camp Donation	DR	400.00
( 008348)	01-9010-0-1294-3160-5800-033-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS HH AP Test	CR	108.00
( 007582)	01-9010-0-0000-0000-8699-033-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS HH AP Test	DR	108.00
( 008250)	01-9010-0-1140-1000-5800-033-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS HH PE Uniform	CR	60.00
( 007582)	01-9010-0-0000-0000-8699-033-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS HH PE Uniform	DR	60.00
( 008316)	01-9010-0-1200-1000-4300-033-0089	OTHER RESTRICTE,MATERI	Deposit 43 BS HH Donation Social Studies	CR	250.00
( 034578)	01-9010-0-0000-0000-8699-033-0089	OTHER RESTRICTE,ALL OTI	Deposit 43 BS HH Donation Social Studies	DR	250.00
( 008349)	01-9010-0-1294-3160-5800-034-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS SCHS AP TEST	CR	498.00
( 007585)	01-9010-0-0000-0000-8699-034-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS SCHS AP TEST	DR	498.00
( 008349)	01-9010-0-1294-3160-5800-034-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS SCHS AP COORD	CR	500.00
( 007585)	01-9010-0-0000-0000-8699-034-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS SCHS AP COORD	DR	500.00
( 008779)	01-9016-0-1110-1000-4300-034-3457	DONATIONS,MATERIALS & €	Deposit 43 BS SCHS General Donation	CR	54.00
( 008504)	01-9016-0-0000-0000-8699-034-3457	DONATIONS,ALL OTHER LO	Deposit 43 BS SCHS General Donation	DR	54.00
( 008349)	01-9010-0-1294-3160-5800-034-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS SCHS AP Test	CR	9,617.00
( 007585)	01-9010-0-0000-0000-8699-034-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS SCHS AP Test	DR	9,617.00
( 008883)	01-9016-0-1120-1000-4300-034-3480	DONATIONS,MATERIALS & €	Deposit 43 BSSCHS Art Donation	CR	100.00
( 008510)	01-9016-0-0000-0000-8699-034-3480	DONATIONS,ALL OTHER LO	Deposit 43 BSSCHS Art Donation	DR	100.00
( 008350)	01-9010-0-1294-3160-5800-035-0088	OTHER RESTRICTE,PROF/C	Deposit 43 BS SQHS AP Test	CR	10,103.00
( 007588)	01-9010-0-0000-0000-8699-035-0088	OTHER RESTRICTE,ALL OTI	Deposit 43 BS SQHS AP Test	DR	10,103.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	Deposit 43 BS Civic Permits SC Swimming 9105860	CR	1,243.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	Deposit 43 BS Civic Permits SC Swimming 9105860	DR	1,243.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	Deposit 43 BS Civic Permits SC Master Aquatics #54283	CR	235.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	Deposit 43 BS Civic Permits SC Master Aquatics #54283	DR	235.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	Deposit 43 BS Civic Permits SC Master Aquatics #15959786	CR	469.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	Deposit 43 BS Civic Permits SC Master Aquatics #15959786	DR	469.00
( 028133)	01-9010-0-1110-1000-4399-821- FLEX	OTHER RESTRICTE,HOLDIN	Deposit 43 BS BV After School FLEX	CR	6,163.00
( 028051)	01-9010-0-0000-0000-8699-821- FLEX	OTHER RESTRICTE,ALL OTI	Deposit 43 BS BV After School FLEX	DR	6,163.00

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Account	Description	Comment	From	To
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>70,726.00</b>
<b>JE # BR24-00882 JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment JG - Funding for Settlement</b>				
( 039300) 01- 0000- 0- 5760- 2700- 4300- 230- 0000	NO REPORTING RE,MATERI	CR		205.00
( 002877) 01- 0000- 0- 5760- 1180- 5100- 230- 0000	NO REPORTING RE,SUBAGF	DR	205.00	
			<b>205.00</b>	<b>205.00</b>
<b>JE # BR24-00883 JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment JD - Move fund to original account to cover invoices</b>				
( 007535) 01- 8150- 0- 0000- 8110- 4300- 049- 0000	ONGOING & MAJOR,MATER	DR	2,000.00	
( 007537) 01- 8150- 0- 0000- 8110- 5200- 049- 0000	ONGOING & MAJOR,TRAVEL	CR		2,000.00
			<b>2,000.00</b>	<b>2,000.00</b>
<b>JE # BR24-00884 JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment JD - Community Tree Service for SCHS</b>				
( 007540) 01- 8150- 0- 0000- 8110- 5800- 049- 0000	ONGOING & MAJOR,PROF/C	DR	500.00	
( 007543) 01- 8150- 0- 0000- 8110- 6500- 049- 0000	ONGOING & MAJOR,EQUIPM	DR	12,350.00	
( 025980) 01- 8150- 0- 0000- 8110- 5800- 034- 0000	ONGOING & MAJOR,PROF/C	CR		12,850.00
			<b>12,850.00</b>	<b>12,850.00</b>
<b>JE # BR24-00885 JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment AR - CIA Mathsoftware for RTI</b>				
( 038776) 01- 3213- 0- 1160- 1000- 5800- 535- 0000	ESSER III ARP,PROF/CONSL	CR		404.00
( 025935) 01- 3213- 0- 1110- 1000- 4399- 830- 0000	ESSER III ARP,HOLDING AC	DR	404.00	
			<b>404.00</b>	<b>404.00</b>
<b>JE # BR24-00886 JE Trans Date 12/04/2023 JE Posted 12/04/2023 Comment SJ - CSA for Cardea Services</b>				
( 027639) 01- 4127- 0- 1110- 1000- 4399- 530- 0000	ESEA:STDNT SUPP,HOLDIN	DR	500.00	
( 027337) 01- 4127- 0- 1141- 1000- 5800- 530- 0000	ESEA:STDNT SUPP,PROF/C	CR		500.00
			<b>500.00</b>	<b>500.00</b>
<b>JE # BR24-00887 JE Trans Date 12/05/2023 JE Posted 12/05/2023 Comment AR - Cover EWR 73054 J. Diaz</b>				
( 038190) 01- 0000- 0- 0000- 8300- 2230- 033- 0000	NO REPORTING RE,CLASS I	CR		689.00
( 038195) 01- 0000- 0- 0000- 8300- 3312- 033- 0000	NO REPORTING RE,FICA:CL	CR		43.00
( 038196) 01- 0000- 0- 0000- 8300- 3332- 033- 0000	NO REPORTING RE,MEDICA	CR		10.00
( 038198) 01- 0000- 0- 0000- 8300- 3502- 033- 0000	NO REPORTING RE,STATE I	CR		1.00
( 038199) 01- 0000- 0- 0000- 8300- 3602- 033- 0000	NO REPORTING RE,WORKE	CR		14.00
Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)				

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00887</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment AR - Cover EWR 73054 J. Diaz			
( 001934) 01-0000-0-1110-1000-4300-033-0000	NO REPORTING RE,MATERI	DR	757.00	
			<b>757.00</b>	<b>757.00</b>
JE # <b>BR24-00888</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment AR - COVER EWR# 72948 G. LEANO VENEGAS			
( 039275) 01-9010-0-0000-2495-2230-600-0061	OTHER RESTRICTE,CLASS I	CR		35.00
( 039280) 01-9010-0-0000-2495-3312-600-0061	OTHER RESTRICTE,FICA:CL	CR		3.00
( 039281) 01-9010-0-0000-2495-3332-600-0061	OTHER RESTRICTE,MEDICA	CR		1.00
( 039283) 01-9010-0-0000-2495-3502-600-0061	OTHER RESTRICTE,STATE I	CR		1.00
( 039284) 01-9010-0-0000-2495-3602-600-0061	OTHER RESTRICTE,WORKE	CR		1.00
( 007836) 01-9010-0-0000-3140-4300-600-0061	OTHER RESTRICTE,MATERI	DR	41.00	
			<b>41.00</b>	<b>41.00</b>
JE # <b>BR24-00889</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment JD - Riverside Lighting S/O Electrical Supplies			
( 007543) 01-8150-0-0000-8110-6500-049-0000	ONGOING & MAJOR,EQUIPM	DR	2,000.00	
( 007535) 01-8150-0-0000-8110-4300-049-0000	ONGOING & MAJOR,MATER	CR		2,000.00
			<b>2,000.00</b>	<b>2,000.00</b>
JE # <b>BR24-00890</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment JL-For Educator Housing			
( 039302) 40-9730-0-0000-8500-6200-030-9131	BUILDING FUND -,BUILDING	CR		1,706,250.00
( 039303) 40-9720-0-0000-8500-6200-020-9131	2012 SERIES A G,BUILDING	CR		918,750.00
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>2,625,000.00</b>
JE # <b>BR24-00891</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment JL-Cover negative			
( 009895) 21-9733-0-0000-8500-6200-000-0000	BOND A SECONDAR,BUILDII	CR		900,873.00
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>900,873.00</b>
JE # <b>BR24-00892</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment BD-LATE SUBJECT FEE FOR IB			
( 030015) 01-7412-0-1110-1000-4399-530-0000	A-G SUCCESS,HOLDING AC	DR	471.00	
( 030016) 01-7412-0-1294-3160-5800-533-0000	A-G SUCCESS,PROF/CONSL	CR		471.00
			<b>471.00</b>	<b>471.00</b>
JE # <b>BR24-00893</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment GM - CSA Reading Consultant			
( 003904) 01-0700-0-3300-1000-4300-039-0000	LCFF SUPP FUNDI,MATERIA	DR	500.00	

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00893</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment GM - CSA Reading Consultant			
( 022819) 01-0700-0-3300-1000-5800-039-0000	LCFF SUPP FUNDI,PROF/CC	CR		500.00
			<b>500.00</b>	<b>500.00</b>
JE # <b>BR24-00894</b> JE Trans Date 12/05/2023 JE Posted 12/05/2023	Comment JD- Fieldturf B40MS Gmax testing on the field			
( 007924) 01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	DR	995.00	
( 034150) 01-9010-0-0000-8110-5800-031- FACU	OTHER RESTRICTE,PROF/C	CR		995.00
			<b>995.00</b>	<b>995.00</b>
JE # <b>BR24-00895</b> JE Trans Date 12/06/2023 JE Posted 12/06/2023	Comment AR - CIA CCSS Annual Conference			
( 025935) 01-3213-0-1110-1000-4399-830-0000	ESSER III ARP,HOLDING AC	DR	12,000.00	
( 029199) 01-3213-0-1200-1000-5200-530-0000	ESSER III ARP,TRAVEL & CC	CR		12,000.00
			<b>12,000.00</b>	<b>12,000.00</b>
JE # <b>BR24-00896</b> JE Trans Date 12/06/2023 JE Posted 12/06/2023	Comment BS - EMP REIMBURSEMENT			
( 001153) 01-0000-0-0000-7300-4300-058-0000	NO REPORTING RE,MATERI	CR		37.00
( 001155) 01-0000-0-0000-7300-5200-058-0000	NO REPORTING RE,TRAVEL	DR	37.00	
			<b>37.00</b>	<b>37.00</b>
JE # <b>BR24-00897</b> JE Trans Date 12/06/2023 JE Posted 12/06/2023	Comment SJ - CCSS Membership for H/SS Teachers			
( 027639) 01-4127-0-1110-1000-4399-530-0000	ESEA:STDNT SUPP,HOLDIN	DR	750.00	
( 034179) 01-4127-0-1200-1000-5300-530-0000	ESEA:STDNT SUPP,DUES &	CR		750.00
			<b>750.00</b>	<b>750.00</b>
JE # <b>BR24-00898</b> JE Trans Date 12/06/2023 JE Posted 12/06/2023	Comment JD - Knorr C/O Invoices for SQHS CO2 System			
( 007924) 01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	DR	47.00	
( 011173) 01-9010-0-0000-8110-6400-035- FACU	OTHER RESTRICTE,EQUIPM	CR		47.00
			<b>47.00</b>	<b>47.00</b>
JE # <b>BR24-00899</b> JE Trans Date 12/06/2023 JE Posted 12/06/2023	Comment GM - CSA Math Consultant			
( 003904) 01-0700-0-3300-1000-4300-039-0000	LCFF SUPP FUNDI,MATERIA	DR	6,000.00	
( 022819) 01-0700-0-3300-1000-5800-039-0000	LCFF SUPP FUNDI,PROF/CC	CR		6,000.00

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Account	Description	Comment	From	To
			<b>6,000.00</b>	<b>6,000.00</b>
<b>JE # BR24-00900 JE Trans Date 12/07/2023 JE Posted 12/07/2023 Comment GM - Diploma Printing</b>				
( 008621) 01-9016-0-0000-2700-4300-037-0051	DONATIONS,MATERIALS & S		DR 220.00	
( 016143) 01-9016-0-0000-2700-5800-037-0051	DONATIONS,PROF/CONSUL		CR	220.00
			<b>220.00</b>	<b>220.00</b>
<b>JE # BR24-00901 JE Trans Date 12/07/2023 JE Posted 12/07/2023 Comment JD - Food for PD</b>				
( 039255) 01-6500-0-5760-1110-4395-230-0000	SE:STATE LOCAL,FOOD FOI		CR	231.00
( 006668) 01-6500-0-5760-1110-5800-230-0000	SE:STATE LOCAL ,PROF/CO		DR 231.00	
			<b>231.00</b>	<b>231.00</b>
<b>JE # BR24-00902 JE Trans Date 12/07/2023 JE Posted 12/07/2023 Comment LO - Procreate Lic.</b>				
( 036133) 01-6387-0-6000-1000-4300-531-0000	CAREER TECHNICA,MATER		DR 130.00	
( 039313) 01-6387-0-6000-1000-5800-531-0000	CAREER TECHNICA,PROF/C		CR	130.00
			<b>130.00</b>	<b>130.00</b>
<b>JE # BR24-00903 JE Trans Date 12/07/2023 JE Posted 12/07/2023 Comment AH - Sport Dues</b>				
( 030957) 01-0809-0-1400-4200-4300-834-0809	Measure T,MATERIALS & SU		DR 1,245.00	
( 015670) 01-0809-0-1400-4200-5800-834-0809	Measure T,PROF/CONSULT S		CR	1,245.00
			<b>1,245.00</b>	<b>1,245.00</b>
<b>JE # BR24-00904 JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment AH - Sport Dues</b>				
( 030957) 01-0809-0-1400-4200-4300-834-0809	Measure T,MATERIALS & SU		CR	1,245.00
( 015670) 01-0809-0-1400-4200-5800-834-0809	Measure T,PROF/CONSULT S		DR 1,245.00	
			<b>1,245.00</b>	<b>1,245.00</b>
<b>JE # BR24-00905 JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment SJ - EMP REIMB</b>				
( 037581) 01-9010-4-1150-1000-4399-500-COSC	OTHER RESTRICTE,HOLDIN		DR 269.00	
( 039317) 01-9010-4-1150-1000-5200-523-cosc	OTHER RESTRICTE,TRAVEL		CR	269.00
			<b>269.00</b>	<b>269.00</b>
<b>JE # BR24-00906 JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment BD-ADDING FUNDS FOR LEAGUE FEES</b>				

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Account	Description	Comment	From	To
<b>JE # BR24-00906</b> JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment BD-ADDING FUNDS FOR LEAGUE FEES				
(continued) ( 015670) 01-0809-0-1400-4200-5800-834-0809	Measure T,PROF/CONSULT	CR		1,245.00
( 015641) 01-0809-0-1400-4200-2160-834-0809	Measure T,CLASS INSTR AID	DR	1,245.00	
			<b>1,245.00</b>	<b>1,245.00</b>
<b>JE # BR24-00907</b> JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment AH - ELAC Food				
( 039299) 01-0700-0-1110-1000-4395-834-0000	LCFF SUPP FUNDI,FOOD FC	DR	286.00	
( 003687) 01-0700-0-1110-1000-5800-834-0000	LCFF SUPP FUNDI,PROF/CC	CR		286.00
			<b>286.00</b>	<b>286.00</b>
<b>JE # BR24-00908</b> JE Trans Date 12/08/2023 JE Posted 12/08/2023 Comment LT - CFP Diplomas for 22/23 Graduation				
( 000576) 01-0000-0-0000-2700-4300-835-0014	NO REPORTING RE,MATERI	DR	14.00	
( 000614) 01-0000-0-0000-2700-5800-835-0014	NO REPORTING RE,PROF/C	CR		14.00
			<b>14.00</b>	<b>14.00</b>
<b>JE # BR24-00909</b> JE Trans Date 12/11/2023 JE Posted 12/11/2023 Comment JG - Employee Reimb				
( 033003) 01-6500-0-5760-1190-5200-200-0000	SE:STATE LOCAL,TRAVEL &	CR		61.00
( 026979) 01-6500-0-5760-1190-4400-230-0000	SE:STATE LOCAL,NON-CAPI	DR	61.00	
			<b>61.00</b>	<b>61.00</b>
<b>JE # BR24-00910</b> JE Trans Date 12/11/2023 JE Posted 12/11/2023 Comment JD - C/O Independent Electrical Supply				
( 007543) 01-8150-0-0000-8110-6500-049-0000	ONGOING & MAJOR,EQUIPM	DR	2,000.00	
( 026708) 01-8150-0-0000-8110-4300-034-0000	ONGOING & MAJOR,MATER	CR		2,000.00
			<b>2,000.00</b>	<b>2,000.00</b>
<b>JE # BR24-00911</b> JE Trans Date 12/11/2023 JE Posted 12/11/2023 Comment BD-COVER NEGATIVES				
( 009164) 01-9016-0-3100-1000-2100-025-2561	DONATIONS,CLASS:INSTRU	DR	3,811.00	
( 017098) 01-9016-0-3100-1000-3101-025-2561	DONATIONS,STRS:CERT,INS	DR	459.00	
( 009167) 01-9016-0-3100-1000-3202-025-2561	DONATIONS,PERS:CLASSIF	CR		1,403.00
( 009179) 01-9016-0-3100-1000-4300-025-2561	DONATIONS,MATERIALS & S	CR		2,867.00
			<b>4,270.00</b>	<b>4,270.00</b>
<b>JE # BR24-00912</b> JE Trans Date 12/11/2023 JE Posted 12/11/2023 Comment PS - Parking Fee				
( 039323) 01-0000-0-0000-3110-5800-033-0000	NO REPORTING RE,PROF/C	CR		4.00

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00912</b> JE Trans Date 12/11/2023 JE Posted 12/11/2023	Comment PS - Parking Fee			
( 001934) 01-0000-0-1110-1000-4300-033-0000	NO REPORTING RE,MATERI	DR	4.00	
			<b>4.00</b>	<b>4.00</b>
JE # <b>BR24-00913</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023	Comment JL-For PBIS Conference			
( 037842) 01-3219-0-1110-1000-5200-630-0000	ELO ESSERIII LL,TRAVEL &	CR		3,197.00
( 027463) 01-3219-0-1110-1000-4399-830-0000	ELO ESSERIII LL,HOLDING A	DR	2,847.00	
( 038629) 01-3219-0-1110-1000-3101-831-0000	ELO ESSERIII LL,STRS:CER	DR	150.00	
( 038598) 01-3219-0-1110-1000-3101-834-0000	ELO ESSERIII LL,STRS:CER	DR	100.00	
( 038608) 01-3219-0-1110-1000-3101-835-0000	ELO ESSERIII LL,STRS:CER	DR	100.00	
			<b>3,197.00</b>	<b>3,197.00</b>
JE # <b>BR24-00914</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023	Comment JL-For Utah Trip-Admin			
( 006304) 01-6500-0-5001-2110-5200-200-0000	SE:STATE LOCAL,TRAVEL &	CR		400.00
( 037989) 01-6500-0-5001-8300-4300-230-0000	SE:STATE LOCAL,MATERIAL	DR	400.00	
			<b>400.00</b>	<b>400.00</b>
JE # <b>BR24-00915</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023	Comment BD-OCVER NEGATIVES			
( 033703) 01-9010-0-1110-1000-4399-500-UCSC	OTHER RESTRICTE,HOLDIN	DR	1,036.00	
( 035362) 01-9010-0-1150-1000-1140-521-UCSC	OTHER RESTRICTE,CERT S.	CR		155.00
( 035521) 01-9010-0-1150-1000-1140-523-UCSC	OTHER RESTRICTE,CERT S.	CR		155.00
( 035301) 01-9010-0-1150-1000-1140-524-UCSC	OTHER RESTRICTE,CERT S.	CR		10.00
( 039202) 01-9010-0-1150-1000-1140-532-UCSC	OTHER RESTRICTE,CERT S.	CR		620.00
( 039203) 01-9010-0-1150-1000-3101-532-UCSC	OTHER RESTRICTE,STRS:C	CR		30.00
( 034501) 01-9010-0-1150-1000-3311-523-UCSC	OTHER RESTRICTE,FICA:CE	CR		10.00
( 039207) 01-9010-0-1150-1000-3311-532-UCSC	OTHER RESTRICTE,FICA:CE	CR		29.00
( 034502) 01-9010-0-1150-1000-3331-523-UCSC	OTHER RESTRICTE,MEDICA	CR		2.00
( 039208) 01-9010-0-1150-1000-3331-532-UCSC	OTHER RESTRICTE,MEDICA	CR		9.00
( 039210) 01-9010-0-1150-1000-3501-532-UCSC	OTHER RESTRICTE,STATE I	CR		1.00
( 034505) 01-9010-0-1150-1000-3601-523-UCSC	OTHER RESTRICTE,WORKE	CR		3.00
( 039211) 01-9010-0-1150-1000-3601-532-UCSC	OTHER RESTRICTE,WORKE	CR		12.00
			<b>1,036.00</b>	<b>1,036.00</b>
JE # <b>BR24-00918</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023	Comment JG - Employee Reimbursement			
( 006304) 01-6500-0-5001-2110-5200-200-0000	SE:STATE LOCAL,TRAVEL &	CR		712.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

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Account	Description	Comment	From	To
<b>JE # BR24-00918</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023 Comment JG - Employee Reimbursement				
(continued) ( 006646) 01- 6500- 0- 5760- 1110- 4300- 200- 0000	SE:STATE LOCAL ,MATERIA	DR	131.00	
( 034283) 01- 6500- 0- 5760- 1110- 5300- 200- 0000	SE:STATE LOCAL,DUES & M	DR	408.00	
( 006665) 01- 6500- 0- 5760- 1110- 5800- 200- 0000	SE:STATE LOCAL ,PROF/CO	DR	173.00	
			<b>712.00</b>	<b>712.00</b>
<b>JE # BR24-00919</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023 Comment BD- To Cover Bus Invoice				
( 030957) 01- 0809- 0- 1400- 4200- 4300- 834- 0809	Measure T,MATERIALS & SU BD - To Cover Bus Invoice	DR	3,286.00	
( 015670) 01- 0809- 0- 1400- 4200- 5800- 834- 0809	Measure T,PROF/CONSULT \$ Bd - To Cover Bus Invoice	CR		3,286.00
			<b>3,286.00</b>	<b>3,286.00</b>
<b>JE # BR24-00920</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023 Comment JL-DLV DSA Fees				
( 039335) 25- 9010- 0- 0000- 8500- 6220- 023- 9121	OTHER RESTRICTE,DSA PL	CR		680.00
			<b>Net increase to Appropriations</b>	<b>.00</b>
				<b>680.00</b>
<b>JE # BR24-00921</b> JE Trans Date 12/12/2023 JE Posted 12/12/2023 Comment JD - Pacific Material Handling C/O Repairs to Forklift				
( 007543) 01- 8150- 0- 0000- 8110- 6500- 049- 0000	ONGOING & MAJOR,EQUIPM	DR	1,000.00	
( 007539) 01- 8150- 0- 0000- 8110- 5600- 049- 0000	ONGOING & MAJOR,RENTAL	CR		1,000.00
			<b>1,000.00</b>	<b>1,000.00</b>
<b>JE # BR24-00922</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023 Comment JL-For DSA for DLV				
( 039335) 25- 9010- 0- 0000- 8500- 6220- 023- 9121	OTHER RESTRICTE,DSA PL	CR		180.00
			<b>Net increase to Appropriations</b>	<b>.00</b>
				<b>180.00</b>
<b>JE # BR24-00923</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023 Comment FL - Library Subscription				
( 011881) 01- 9016- 0- 1110- 2420- 4300- 021- 2101	DONATIONS,MATERIALS & S	DR	1,523.00	
( 033512) 01- 9016- 0- 1110- 2420- 5800- 021- 2101	DONATIONS,PROF/CONSUL	CR		1,523.00
			<b>1,523.00</b>	<b>1,523.00</b>
<b>JE # BR24-00924</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023 Comment BD-EWR 72933 SMITH				
( 037315) 01- 0000- 0- 3200- 1000- 2130- 536- 0750	NO REPORTING RE,CLASS I	CR		5,600.00
( 037320) 01- 0000- 0- 3200- 1000- 3312- 536- 0750	NO REPORTING RE,FICA:CL	CR		528.00
( 037321) 01- 0000- 0- 3200- 1000- 3332- 536- 0750	NO REPORTING RE,MEDICA	CR		124.00
( 037323) 01- 0000- 0- 3200- 1000- 3502- 536- 0750	NO REPORTING RE,STATE I	CR		5.00
Selection	Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)			

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00924</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023		Comment BD-EWR 72933 SMITH		
( 037324) 01- 0000- 0- 3200- 1000- 3602- 536- 0750	NO REPORTING RE,WORKE	CR		166.00
( 036029) 01- 0000- 0- 3200- 1000- 4300- 536- 0750	NO REPORTING RE,MATERI	DR	6,423.00	
			<b>6,423.00</b>	<b>6,423.00</b>
JE # <b>BR24-00925</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023		Comment EG - Scholastic Trueflex Subscription		
( 006158) 01- 6300- 0- 1110- 1000- 4300- 527- 0000	LOTTERY:INSTRUC,MATERI	DR	740.00	
( 006167) 01- 6300- 0- 1110- 1000- 5800- 527- 0000	LOTTERY:INSTRUC,PROF/C	CR		740.00
			<b>740.00</b>	<b>740.00</b>
JE # <b>BR24-00926</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023		Comment BD-PEERTEACH MATH PO		
( 025935) 01- 3213- 0- 1110- 1000- 4399- 830- 0000	ESSER III ARP,HOLDING AC	DR	1,560.00	
( 039338) 01- 3213- 0- 1160- 1000- 5800- 532- 0000	ESSER III ARP,PROF/CONSL	CR		1,560.00
			<b>1,560.00</b>	<b>1,560.00</b>
JE # <b>BR24-00927</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023		Comment AN - Employee Reimbursement for PD books		
( 037842) 01- 3219- 0- 1110- 1000- 5200- 630- 0000	ELO ESSERIII LL,TRAVEL &	DR	341.00	
( 039341) 01- 3219- 0- 1110- 1000- 4200- 630- 0000	ELO ESSERIII LL,BOOKS & C	CR		341.00
			<b>341.00</b>	<b>341.00</b>
JE # <b>BR24-00928</b> JE Trans Date 12/13/2023 JE Posted 12/13/2023		Comment BD-BUILDING THIKING CLASSROOMS EWRS		
( 026710) 01- 3213- 0- 1110- 1000- 1130- 530- 0000	ESSER III ARP,CERT SALAR	CR		1,600.00
( 026711) 01- 3213- 0- 1110- 1000- 3101- 530- 0000	ESSER III ARP,STRS:CERT,I	CR		306.00
( 026716) 01- 3213- 0- 1110- 1000- 3331- 530- 0000	ESSER III ARP,MEDICARE:C	CR		24.00
( 026718) 01- 3213- 0- 1110- 1000- 3501- 530- 0000	ESSER III ARP,STATE UNEM	CR		8.00
( 026719) 01- 3213- 0- 1110- 1000- 3601- 530- 0000	ESSER III ARP,WORKERS' C	CR		32.00
( 035987) 01- 3213- 0- 1160- 2490- 4300- 530- 0000	ESSER III ARP,MATERIALS &	DR	1,970.00	
			<b>1,970.00</b>	<b>1,970.00</b>
JE # <b>BR24-00929</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023		Comment TH - R24-01497		
( 016052) 21- 9733- 0- 0000- 8500- 4300- 030- B300	BOND A SECONDAR,MATER	CR		18,836.00
( 009895) 21- 9733- 0- 0000- 8500- 6200- 000- 0000	BOND A SECONDAR,BUILDII	DR	18,836.00	
			<b>18,836.00</b>	<b>18,836.00</b>

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Account	Description	Comment	From	To
JE # <b>BR24-00930</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023 Comment TH - R24-01497				
( 016053) 21- 9734- 0- 0000- 8500- 4300- 020- B200	BOND A ELEM,MATERIALS &		CR	8,293.00
( 010424) 21- 9734- 0- 0000- 8500- 6200- 000- 0000	BOND A ELEM,BUILDINGS &		DR	8,293.00
			<b>8,293.00</b>	<b>8,293.00</b>
JE # <b>BR24-00931</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023 Comment JD - CDW-G Desktop for Chris Garcia				
( 007539) 01- 8150- 0- 0000- 8110- 5600- 049- 0000	ONGOING & MAJOR,RENTAL		DR	1,279.00
( 007536) 01- 8150- 0- 0000- 8110- 4400- 049- 0000	ONGOING & MAJOR,NON-C/		CR	1,279.00
			<b>1,279.00</b>	<b>1,279.00</b>
JE # <b>BR24-00932</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023 Comment LT - Bus for September AG Field Trip				
( 024545) 01- 6388- 0- 6000- 1000- 4300- 535- 0000	Strong Workforc,MATERIALS		DR	290.00
( 039344) 01- 6388- 0- 6000- 1000- 5710- 535- 0000	Strong Workforc,XFER OF D		CR	290.00
			<b>290.00</b>	<b>290.00</b>
JE # <b>BR24-00933</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023 Comment AH - Bus Invoice				
( 018767) 01- 0000- 0- 1270- 1000- 4300- 034- 0000	NO REPORTING RE,MATERI		DR	84.00
( 039343) 01- 0000- 0- 1270- 1000- 5710- 034- 0000	NO REPORTING RE,XFER O		CR	84.00
			<b>84.00</b>	<b>84.00</b>
JE # <b>BR24-00934</b> JE Trans Date 12/14/2023 JE Posted 12/14/2023 Comment AN- EMPLOYEE REIMB. PD BOOK				
( 039351) 01- 4127- 0- 1110- 1000- 4200- 532- 0000	ESEA:STDNT SUPP,BOOKS		CR	341.00
( 036071) 01- 4127- 0- 1110- 1000- 5200- 532- 0000	ESEA:STDNT SUPP,TRAVEL		DR	341.00
			<b>341.00</b>	<b>341.00</b>
JE # <b>BR24-00935</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023 Comment EB - Mind Works Innovations Love & Logic				
( 005586) 01- 4035- 0- 1110- 1000- 5200- 523- 0000	ESEA:TEACHER QU,TRAVEL		DR	780.00
( 039273) 01- 4035- 0- 1110- 1000- 4200- 523- 0000	ESEA:TEACHER QU,BOOKS		CR	780.00
			<b>780.00</b>	<b>780.00</b>
JE # <b>BR24-00936</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023 Comment JL-For conference				
( 037842) 01- 3219- 0- 1110- 1000- 5200- 630- 0000	ELO ESSERIII LL,TRAVEL &		CR	341.00
( 038629) 01- 3219- 0- 1110- 1000- 3101- 831- 0000	ELO ESSERIII LL,STRS:CER'		DR	100.00
( 038598) 01- 3219- 0- 1110- 1000- 3101- 834- 0000	ELO ESSERIII LL,STRS:CER'		DR	100.00
Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)				

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00936</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023		Comment JL-For conference		
(038608) 01-3219-0-1110-1000-3101-835-0000	ELO ESSERIII LL,STRS:CER		DR 141.00	
			<b>341.00</b>	<b>341.00</b>
JE # <b>BR24-00937</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023		Comment EB - Mind Works Innovations Love & Logic		
(005586) 01-4035-0-1110-1000-5200-523-0000	ESEA:TEACHER QU,TRAVEL		CR 780.00	780.00
(039273) 01-4035-0-1110-1000-4200-523-0000	ESEA:TEACHER QU,BOOKS		DR 780.00	
			<b>780.00</b>	<b>780.00</b>
JE # <b>BR24-00938</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023		Comment EB - Mind Works Innovations Love & Logic		
(005586) 01-4035-0-1110-1000-5200-523-0000	ESEA:TEACHER QU,TRAVEL		DR 818.00	
(039273) 01-4035-0-1110-1000-4200-523-0000	ESEA:TEACHER QU,BOOKS		CR 818.00	818.00
			<b>818.00</b>	<b>818.00</b>
JE # <b>BR24-00939</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023		Comment BD-SCINO EWRS		
(039334) 01-9010-0-1150-1000-1130-532-UCSC	OTHER RESTRICTE,CERT S		CR 4,800.00	
(039203) 01-9010-0-1150-1000-3101-532-UCSC	OTHER RESTRICTE,STRS:C		CR 917.00	
(039208) 01-9010-0-1150-1000-3331-532-UCSC	OTHER RESTRICTE,MEDICA		CR 70.00	
(039210) 01-9010-0-1150-1000-3501-532-UCSC	OTHER RESTRICTE,STATE I		CR 24.00	
(039211) 01-9010-0-1150-1000-3601-532-UCSC	OTHER RESTRICTE,WORKE		CR 95.00	
(033703) 01-9010-0-1110-1000-4399-500-UCSC	OTHER RESTRICTE,HOLDIN		DR 5,906.00	
			<b>5,906.00</b>	<b>5,906.00</b>
JE # <b>BR24-00940</b> JE Trans Date 12/15/2023 JE Posted 12/15/2023		Comment BD-INDIGINEOUS VOICES EWRS		
(038381) 01-7812-0-1240-1000-1130-530-0000	ETHNIC STUDIES,CERT SAL		CR 1,280.00	
(038382) 01-7812-0-1240-1000-3101-530-0000	ETHNIC STUDIES,STRS:CEF		CR 245.00	
(038387) 01-7812-0-1240-1000-3331-530-0000	ETHNIC STUDIES,MEDICARI		CR 19.00	
(038389) 01-7812-0-1240-1000-3501-530-0000	ETHNIC STUDIES,STATE UN		CR 6.00	
(038390) 01-7812-0-1240-1000-3601-530-0000	ETHNIC STUDIES,WORKERS		CR 26.00	
(032270) 01-7812-0-1240-1000-4399-530-0000	ETHNIC STUDIES,HOLDING		DR 1,576.00	
			<b>1,576.00</b>	<b>1,576.00</b>
JE # <b>BR24-00941</b> JE Trans Date 12/18/2023 JE Posted 12/18/2023		Comment BD-R24-01787 - CURT POLLOCK		
(034188) 01-0000-0-0000-7600-5800-899-0000	NO REPORTING RE,PROF/C		CR 27,500.00	

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Account	Description	Comment	From	To
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>27,500.00</b>
<b>JE # BR24-00942 JE Trans Date 12/18/2023 JE Posted 12/18/2023 Comment BD-R24-01787 - CURT POLLOCK</b>				
( 034188) 01-0000-0-0000-7600-5800-899-0000	NO REPORTING RE,PROF/C	CR		300.00
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>300.00</b>
<b>JE # BR24-00943 JE Trans Date 12/18/2023 JE Posted 12/18/2023 Comment To Cover EWR 73523 Ronning, Linda</b>				
( 003639) 01-0700-0-1110-1000-4300-023-0000	LCFF SUPP FUNDI,MATERIA	DR	437.00	
( 003426) 01-0700-0-1110-1000-2130-023-0000	LCFF SUPP FUNDI,CLASS IN	CR		397.00
( 003494) 01-0700-0-1110-1000-3312-023-0000	LCFF SUPP FUNDI,FICA:CLA	CR		25.00
( 003528) 01-0700-0-1110-1000-3332-023-0000	LCFF SUPP FUNDI,MEDICAF	CR		6.00
( 003577) 01-0700-0-1110-1000-3502-023-0000	LCFF SUPP FUNDI,STATE U	CR		1.00
( 003612) 01-0700-0-1110-1000-3602-023-0000	LCFF SUPP FUNDI,WORKER	CR		8.00
<b>Net increase to Appropriations</b>			<b>437.00</b>	<b>437.00</b>
<b>JE # BR24-00944 JE Trans Date 12/18/2023 JE Posted 12/18/2023 Comment To Cover EWR 73742 Hernandez, Erick</b>				
( 024065) 01-6010-0-1110-1000-4300-521-0000	AFTER-SCHOOL ED,MATERI	DR	1,260.00	
( 027745) 01-6010-0-1110-1000-2130-521-0000	AFTER-SCHOOL ED,CLASS	CR		1,149.00
( 024060) 01-6010-0-1110-1000-3312-521-0000	AFTER-SCHOOL ED,FICA:CL	CR		71.00
( 024061) 01-6010-0-1110-1000-3332-521-0000	AFTER-SCHOOL ED,MEDICA	CR		17.00
( 024063) 01-6010-0-1110-1000-3502-521-0000	AFTER-SCHOOL ED,STATE I	CR		1.00
( 024064) 01-6010-0-1110-1000-3602-521-0000	AFTER-SCHOOL ED,WORKE	CR		22.00
<b>Net increase to Appropriations</b>			<b>1,260.00</b>	<b>1,260.00</b>
<b>JE # BR24-00945 JE Trans Date 12/18/2023 JE Posted 12/18/2023 Comment BD-JEFF BOTTORF PO</b>				
( 001318) 01-0000-0-0000-7700-6400-857-0000	NO REPORTING RE,EQUIPM	DR	15,000.00	
( 032775) 01-0000-0-1110-1000-5800-857-0000	NO REPORTING RE,PROF/C	CR		15,000.00
<b>Net increase to Appropriations</b>			<b>15,000.00</b>	<b>15,000.00</b>
<b>JE # BR24-00946 JE Trans Date 12/18/2023 JE Posted 12/18/2023 Comment EG - School Wide Assembly</b>				
( 011163) 01-9016-0-1110-1000-4300-027-0052	DONATIONS,MATERIALS & S	DR	1,000.00	
( 037916) 01-9016-0-1110-1000-5800-027-0052	DONATIONS,PROF/CONSUL	CR		1,000.00
<b>Net increase to Appropriations</b>			<b>1,000.00</b>	<b>1,000.00</b>

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Account	Description	Comment	From	To
JE # <b>BR24-00947</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - Cover EWR 73176				
( 031370) 01-6053-0-1110-1000-4300-527-0000	UNIV PRE-K PLAN,MATERIA	DR	815.00	
( 038570) 01-6053-0-1110-1000-2140-527-0000	UNIV PRE-K PLAN,CLASS IN	CR		238.00
( 038312) 01-6053-0-1110-1000-3312-527-0000	UNIV PRE-K PLAN,FICA:CLA	CR		15.00
( 038313) 01-6053-0-1110-1000-3332-527-0000	UNIV PRE-K PLAN,MEDICAR	CR		3.00
( 038315) 01-6053-0-1110-1000-3502-527-0000	UNIV PRE-K PLAN,STATE UN	CR		1.00
( 038316) 01-6053-0-1110-1000-3602-527-0000	UNIV PRE-K PLAN,WORKER	CR		5.00
<b>Net decrease to Appropriations</b>			<b>815.00</b>	<b>262.00</b>

JE # <b>BR24-00948</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - Cover EWR 73176				
( 031370) 01-6053-0-1110-1000-4300-527-0000	UNIV PRE-K PLAN,MATERIA	CR		815.00
( 038570) 01-6053-0-1110-1000-2140-527-0000	UNIV PRE-K PLAN,CLASS IN	DR	238.00	
( 038312) 01-6053-0-1110-1000-3312-527-0000	UNIV PRE-K PLAN,FICA:CLA	DR	15.00	
( 038313) 01-6053-0-1110-1000-3332-527-0000	UNIV PRE-K PLAN,MEDICAR	DR	3.00	
( 038315) 01-6053-0-1110-1000-3502-527-0000	UNIV PRE-K PLAN,STATE UN	DR	1.00	
( 038316) 01-6053-0-1110-1000-3602-527-0000	UNIV PRE-K PLAN,WORKER	DR	5.00	
<b>Net increase to Appropriations</b>			<b>262.00</b>	<b>815.00</b>

JE # <b>BR24-00949</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - Cover EWR 73176				
( 031370) 01-6053-0-1110-1000-4300-527-0000	UNIV PRE-K PLAN,MATERIA	DR	815.00	
( 038570) 01-6053-0-1110-1000-2140-527-0000	UNIV PRE-K PLAN,CLASS IN	CR		791.00
( 038312) 01-6053-0-1110-1000-3312-527-0000	UNIV PRE-K PLAN,FICA:CLA	CR		15.00
( 038313) 01-6053-0-1110-1000-3332-527-0000	UNIV PRE-K PLAN,MEDICAR	CR		3.00
( 038315) 01-6053-0-1110-1000-3502-527-0000	UNIV PRE-K PLAN,STATE UN	CR		1.00
( 038316) 01-6053-0-1110-1000-3602-527-0000	UNIV PRE-K PLAN,WORKER	CR		5.00
<b>Net decrease to Appropriations</b>			<b>815.00</b>	<b>815.00</b>

JE # <b>BR24-00950</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment JL-Adjust 23-24 CTEIG				
( 006224) 01-6387-0-0000-0000-8590-030-0000	CAREER TECHNICA,ALL OTI	CR	145,767.00	
( 024152) 01-6387-0-6000-1000-4300-530-0000	CAREER TECHNICA,MATER	DR	145,767.00	
<b>Net decrease to Appropriations</b>			<b>291,534.00</b>	<b>.00</b>

JE # <b>BR24-00951</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - Cover EWR 73939				
( 024088) 01-6010-0-1110-1000-4300-524-0000	AFTER-SCHOOL ED,MATERI	DR	35.00	
( 024087) 01-6010-0-1110-1000-2130-524-0000	AFTER-SCHOOL ED,CLASS	CR		35.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
			<b>35.00</b>	<b>35.00</b>
<b>JE # BR24-00952 JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment JL-For 23-24 Dev Fee Justification Study</b>				
( 017406)	25-9010-0-0000-7200-5800-020-0000	OTHER RESTRICTE,PROF/C	CR	1,181.00
( 017407)	25-9010-0-0000-7200-5800-030-0000	OTHER RESTRICTE,PROF/C	CR	3,234.00
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>4,415.00</b>
<b>JE # BR24-00953 JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - Cover EWR 73652</b>				
( 008735)	01-9016-0-1110-1000-4300-021-0052	DONATIONS,MATERIALS & S	DR	1,579.00
( 008678)	01-9016-0-1110-1000-2130-021-0052	DONATIONS,CLASS INSTR A	CR	1,440.00
( 008692)	01-9016-0-1110-1000-3312-021-0052	DONATIONS,FICA:CLASS,IN	CR	89.00
( 008701)	01-9016-0-1110-1000-3332-021-0052	DONATIONS,MEDICARE:CL	CR	21.00
( 008711)	01-9016-0-1110-1000-3502-021-0052	DONATIONS,STATE UNEMPI	CR	1.00
( 008720)	01-9016-0-1110-1000-3602-021-0052	DONATIONS,WORKERS' CO	CR	28.00
			<b>1,579.00</b>	<b>1,579.00</b>
<b>JE # BR24-00954 JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To cover EWR #73656</b>				
( 032234)	01-0000-0-1110-1000-4300-520-cmp1	NO REPORTING RE,MATERI	DR	884.00
( 018503)	01-0000-0-1110-1000-1130-520-cmp1	NO REPORTING RE,CERT S	CR	720.00
( 017847)	01-0000-0-1110-1000-3101-520-cmp1	NO REPORTING RE,STRS:C	CR	138.00
( 017852)	01-0000-0-1110-1000-3331-520-cmp1	NO REPORTING RE,MEDICA	CR	11.00
( 017854)	01-0000-0-1110-1000-3501-520-cmp1	NO REPORTING RE,STATE U	CR	1.00
( 017855)	01-0000-0-1110-1000-3601-520-cmp1	NO REPORTING RE,WORKE	CR	14.00
			<b>884.00</b>	<b>884.00</b>
<b>JE # BR24-00955 JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To Cover EWR #73878</b>				
( 029333)	01-7422-0-1110-1000-4300-827-0000	IPI GF,MATERIALS & SUP,IN	DR	585.00
( 034076)	01-7422-0-1110-1000-2140-827-0000	IPI GF,CLASS INSTR AID,IN	CR	533.00
( 029871)	01-7422-0-1110-1000-3312-827-0000	IPI GF,FICA:CLASS,INSTRUC	CR	33.00
( 029876)	01-7422-0-1110-1000-3332-827-0000	IPI GF,MEDICARE:CLASS,IN	CR	8.00
( 029878)	01-7422-0-1110-1000-3502-827-0000	IPI GF,STATE UNEMPLOYM,	CR	1.00
( 029879)	01-7422-0-1110-1000-3602-827-0000	IPI GF,WORKERS' COMP:C,I	CR	10.00
			<b>585.00</b>	<b>585.00</b>

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Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
JE # <b>BR24-00956</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To Cover EWR #73872 &73815				
( 031370) 01- 6053- 0- 1110- 1000- 4300- 527- 0000	UNIV PRE-K PLAN,MATERIA	DR	203.00	
( 038570) 01- 6053- 0- 1110- 1000- 2140- 527- 0000	UNIV PRE-K PLAN,CLASS IN	CR		198.00
( 038313) 01- 6053- 0- 1110- 1000- 3332- 527- 0000	UNIV PRE-K PLAN,MEDICAR	CR		3.00
( 038315) 01- 6053- 0- 1110- 1000- 3502- 527- 0000	UNIV PRE-K PLAN,STATE UN	CR		2.00
			<b>203.00</b>	<b>203.00</b>

Account	Description	Comment	From	To
JE # <b>BR24-00957</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment JL-For SpEd Subagreements Heritage RTC/La Europa RTC				
( 006671) 01- 6500- 0- 5760- 1180- 5100- 230- 0000	SE:STATE LOCAL ,SUBAGRI	CR		260,504.00
( 006674) 01- 6500- 0- 5760- 1180- 5800- 230- 0000	SE:STATE LOCAL ,PROF/CO	CR		11,562.00
( 006668) 01- 6500- 0- 5760- 1110- 5800- 230- 0000	SE:STATE LOCAL ,PROF/CO	DR	50,000.00	
( 006999) 01- 6500- 0- 5760- 2700- 5800- 230- 0000	SE:STATE LOCAL ,PROF/CO	DR	30,000.00	
( 006280) 01- 6500- 0- 5001- 0000- 8980- 230- 0000	SE:STATE LOCAL,CONTRI F	DR		192,066.00
( 000058) 01- 0000- 0- 0000- 0000- 8980- 030- 0000	NO REPORTING RE,CONTRI	CR	192,066.00	
<b>Net increase to Appropriations</b>			<b>272,066.00</b>	<b>464,132.00</b>

Account	Description	Comment	From	To
JE # <b>BR24-00958</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To Cover EWR #73340				
( 011920) 01- 9016- 0- 1110- 1000- 2130- 027- 0052	DONATIONS,CLASS INSTR /	CR		2,181.00
( 011809) 01- 9016- 0- 1110- 1000- 3312- 027- 0052	DONATIONS,FICA:CLASS,IN:	CR		135.00
( 011810) 01- 9016- 0- 1110- 1000- 3332- 027- 0052	DONATIONS,MEDICARE:CLA	CR		32.00
( 011737) 01- 9016- 0- 1110- 1000- 3502- 027- 0052	DONATIONS,STATE UNEMPI	CR		1.00
( 011840) 01- 9016- 0- 1110- 1000- 3602- 027- 0052	DONATIONS,WORKERS' CO	CR		42.00
( 011163) 01- 9016- 0- 1110- 1000- 4300- 027- 0052	DONATIONS,MATERIALS & S	DR	2,391.00	
			<b>2,391.00</b>	<b>2,391.00</b>

Account	Description	Comment	From	To
JE # <b>BR24-00959</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To Cover EWR #73188				
( 036021) 01- 0000- 0- 1110- 1000- 4300- 527- 0750	NO REPORTING RE,MATERI	DR	1,975.00	
( 038081) 01- 0000- 0- 1270- 1000- 1130- 527- 0750	NO REPORTING RE,CERT S.	CR		1,903.00
( 038087) 01- 0000- 0- 1270- 1000- 3331- 527- 0750	NO REPORTING RE,MEDICA	CR		30.00
( 038089) 01- 0000- 0- 1270- 1000- 3501- 527- 0750	NO REPORTING RE,STATE U	CR		1.00
( 038090) 01- 0000- 0- 1270- 1000- 3601- 527- 0750	NO REPORTING RE,WORKE	CR		41.00
			<b>1,975.00</b>	<b>1,975.00</b>

Account	Description	Comment	From	To
JE # <b>BR24-00960</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023 Comment BS - To Cover EWR #73188				
( 036021) 01- 0000- 0- 1110- 1000- 4300- 527- 0750	NO REPORTING RE,MATERI	CR		1,975.00

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Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
(continued) JE # <b>BR24-00960</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023		Comment BS - To Cover EWR #73188		
( 038081) 01- 0000- 0- 1270- 1000- 1130- 527- 0750	NO REPORTING RE,CERT S.	DR	1,903.00	
( 038087) 01- 0000- 0- 1270- 1000- 3331- 527- 0750	NO REPORTING RE,MEDICA	DR	30.00	
( 038089) 01- 0000- 0- 1270- 1000- 3501- 527- 0750	NO REPORTING RE,STATE U	DR	1.00	
( 038090) 01- 0000- 0- 1270- 1000- 3601- 527- 0750	NO REPORTING RE,WORKE	DR	41.00	
			<b>1,975.00</b>	<b>1,975.00</b>
JE # <b>BR24-00961</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023		Comment PS - Red Cross CPR/First Aid		
( 024176) 01- 3550- 0- 6000- 1000- 5800- 533- 0000	C. PERKINS CTE:,PROF/CON	CR		72.00
( 024174) 01- 3550- 0- 6000- 1000- 4300- 533- 0000	C. PERKINS CTE:,MATERIAL	DR	72.00	
			<b>72.00</b>	<b>72.00</b>
JE # <b>BR24-00962</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023		Comment AH - Discovery Charters		
( 030957) 01- 0809- 0- 1400- 4200- 4300- 834- 0809	Measure T,MATERIALS & SU	DR	3,075.00	
( 015670) 01- 0809- 0- 1400- 4200- 5800- 834- 0809	Measure T,PROF/CONSULT	CR		3,075.00
			<b>3,075.00</b>	<b>3,075.00</b>
JE # <b>BR24-00963</b> JE Trans Date 12/19/2023 JE Posted 12/19/2023		Comment JL-For SpEd Speechrighter subagreement		
( 006670) 01- 6500- 0- 5760- 1180- 5100- 220- 0000	SE:STATE LOCAL ,SUBAGRE	CR		24,095.00
( 022863) 01- 6500- 0- 5760- 2700- 5100- 220- 0000	SE:STATE LOCAL ,SUBAGRE	DR	20,000.00	
( 006279) 01- 6500- 0- 5001- 0000- 8980- 220- 0000	SE:STATE LOCAL,CONTRI F	DR		4,095.00
( 000055) 01- 0000- 0- 0000- 0000- 8980- 020- 0000	NO REPORTING RE,CONTRI	CR	4,095.00	
			<b>24,095.00</b>	<b>28,190.00</b>
		<b>Net increase to Appropriations</b>		
JE # <b>BR24-00964</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JD - Anixter C/O to Cover Invoices for Lock Parts & Supplies		
( 007539) 01- 8150- 0- 0000- 8110- 5600- 049- 0000	ONGOING & MAJOR,RENTAL	DR	500.00	
( 007535) 01- 8150- 0- 0000- 8110- 4300- 049- 0000	ONGOING & MAJOR,MATER	CR		500.00
			<b>500.00</b>	<b>500.00</b>
JE # <b>BR24-00965</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JD - SCC Environmental Health Permits Pool sites		
( 007924) 01- 9010- 0- 0000- 8110- 4300- 049- FACU	OTHER RESTRICTE,MATERI	DR	3,087.00	
( 032279) 01- 9010- 0- 0000- 8110- 5800- 033- FACU	OTHER RESTRICTE,PROF/C JD - SCC Environmental Health Permits Pool sites HH	CR		1,029.00

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Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
(continued) JE # <b>BR24-00965</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JD - SCC Environmental Health Permits Pool sites		
( 017818) 01-9010-0-0000-8110-5800-034- FACU	OTHER RESTRICTE,PROF/C	JD - SCC Environmental Health Permits Pool sites SCHS	CR	1,029.00
( 032152) 01-9010-0-0000-8110-5800-035- FACU	OTHER RESTRICTE,PROF/C	JD - SCC Environmental Health Permits Pool sites SQHS	CR	1,029.00
			<b>3,087.00</b>	<b>3,087.00</b>
JE # <b>BR24-00966</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JD - Anixter C/O to Cover Invoices for Lock Parts & Supplies		
( 007539) 01-8150-0-0000-8110-5600-049-0000	ONGOING & MAJOR,RENTAL		CR	500.00
( 007535) 01-8150-0-0000-8110-4300-049-0000	ONGOING & MAJOR,MATER		DR	500.00
			<b>500.00</b>	<b>500.00</b>
JE # <b>BR24-00967</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JD - Anixter C/O to Cover Invoices for Lock Parts & Supplies		
( 007539) 01-8150-0-0000-8110-5600-049-0000	ONGOING & MAJOR,RENTAL		DR	500.00
( 007545) 01-8150-0-0000-8300-4300-049-0000	ONGOING & MAJOR,MATER		CR	500.00
			<b>500.00</b>	<b>500.00</b>
JE # <b>BR24-00968</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment JL-Move budgets back to Holding		
( 039257) 21-9733-0-0000-8500-4300-020-b200	Bond A Secondar,MATERIALS		DR	8,293.00
( 009895) 21-9733-0-0000-8500-6200-000-0000	BOND A SECONDAR,BUILDII		CR	8,293.00
( 039256) 21-9734-0-0000-8500-4300-030-b300	Bond A Elem,MATERIALS & S		DR	16,836.00
( 010424) 21-9734-0-0000-8500-6200-000-0000	BOND A ELEM,BUILDINGS &		CR	16,836.00
			<b>25,129.00</b>	<b>25,129.00</b>
JE # <b>BR24-00969</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment EG - Playworks		
( 029333) 01-7422-0-1110-1000-4300-827-0000	IPI GF,MATERIALS & SUP,IN		DR	2,000.00
( 039410) 01-7422-0-1110-1000-5800-827-0000	IPI GF,PROF/CONSULT SE,II		CR	2,000.00
			<b>2,000.00</b>	<b>2,000.00</b>
JE # <b>BR24-00970</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023		Comment GM - CSA Reading Specialist correct acc string		
( 002846) 01-0000-0-3300-1000-4300-039-0000	NO REPORTING RE,MATERI		DR	500.00
( 002856) 01-0000-0-3300-1000-5800-039-0000	NO REPORTING RE,PROF/C		CR	500.00
			<b>500.00</b>	<b>500.00</b>

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Effective 12/01/2023 through 12/22/2023

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Account	Description	Comment	From	To
JE # <b>BR24-00971</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023 Comment JG - Employee Reimbursement				
( 006390) 01- 6500- 0- 5001- 3120- 5200- 200- 0000	SE:STATE LOCAL,TRAVEL &	CR		833.00
( 006391) 01- 6500- 0- 5001- 3140- 1200- 200- 0000	SE:STATE LOCAL,CERT:PUF	DR	833.00	
			<b>833.00</b>	<b>833.00</b>
JE # <b>BR24-00972</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023 Comment JD - Dilbeck & Sons BV Repair Dry Rot Header				
( 007543) 01- 8150- 0- 0000- 8110- 6500- 049- 0000	ONGOING & MAJOR,EQUIPM	DR	7,720.00	
( 026774) 01- 8150- 0- 0000- 8110- 5600- 021- 0000	ONGOING & MAJOR,RENTAI	CR		7,720.00
			<b>7,720.00</b>	<b>7,720.00</b>
JE # <b>BR24-00973</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023 Comment BD-EWR 73933				
( 038828) 01- 0000- 0- 3300- 1000- 2130- 539- 0750	NO REPORTING RE,CLASS I	CR		3,600.00
( 038833) 01- 0000- 0- 3300- 1000- 3312- 539- 0750	NO REPORTING RE,FICA:CL	CR		160.00
( 038834) 01- 0000- 0- 3300- 1000- 3332- 539- 0750	NO REPORTING RE,MEDICA	CR		38.00
( 038836) 01- 0000- 0- 3300- 1000- 3502- 539- 0750	NO REPORTING RE,STATE I	CR		2.00
( 038837) 01- 0000- 0- 3300- 1000- 3602- 539- 0750	NO REPORTING RE,WORKE	CR		51.00
( 036031) 01- 0000- 0- 3300- 1000- 4300- 539- 0750	NO REPORTING RE,MATERI	DR	3,851.00	
			<b>3,851.00</b>	<b>3,851.00</b>
JE # <b>BR24-00974</b> JE Trans Date 12/20/2023 JE Posted 12/20/2023 Comment JL-Cover Negatives				
( 001062) 01- 0000- 0- 0000- 7110- 4395- 053- 0000	NO REPORTING RE,FOOD F	CR		1,300.00
( 001103) 01- 0000- 0- 0000- 7150- 4395- 053- 0000	NO REPORTING RE,FOOD F	CR		600.00
( 001066) 01- 0000- 0- 0000- 7110- 5800- 053- 0000	NO REPORTING RE,PROF/C	DR	1,300.00	
( 001110) 01- 0000- 0- 0000- 7150- 5800- 053- 0000	NO REPORTING RE,PROF/C	DR	600.00	
			<b>1,900.00</b>	<b>1,900.00</b>
JE # <b>BR24-00975</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - Deposit 46				
( 028133) 01- 9010- 0- 1110- 1000- 4399- 821- FLEX	OTHER RESTRICTE,HOLDIN	BS - Deposit 46 BV Flex Go Kids CK 2234	CR	887.00
( 028051) 01- 9010- 0- 0000- 0000- 8699- 821- FLEX	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 BV Flex Go Kids CK 2234	DR	887.00
( 039297) 01- 9010- 0- 0000- 3140- 4300- 600- JUUL	OTHER RESTRICTE,MATERI	BS - Deposit 46 JUUL 20 17867 1 JUUL-rwb	CR	49,893.00
( 039296) 01- 9010- 0- 0000- 0000- 8699- 600- JUUL	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 JUUL 20 17867 1 JUUL-rwb	DR	49,893.00

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Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
(continued) JE # <b>BR24-00975</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023		Comment BS - Deposit 46		
( 039339) 01- 9010- 0- 0000- 7600- 4300- 858- 0003	OTHER RESTRICTE,MATERI	BS - Deposit 46 Monro Unclaimed Prop RI00392454	CR	603.00
( 039340) 01- 9010- 0- 0000- 0000- 8699- 858- 0003	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 Monro Unclaimed Prop RI00392454	DR	603.00
( 039414) 01- 9010- 0- 0000- 3140- 4300- 038- 0061	OTHER RESTRICTE,MATERI	BS - Deposit 46 COE B40SS SMAA 21-22 Q2	CR	2,466.00
( 007592) 01- 9010- 0- 0000- 0000- 8699- 038- 0061	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 COE B40SS SMAA 21-22 Q2	DR	2,466.00
( 007836) 01- 9010- 0- 0000- 3140- 4300- 600- 0061	OTHER RESTRICTE,MATERI	BS - Deposit 46 COE Health SVCS SMAA 21-22 Q2	CR	10,064.00
( 007617) 01- 9010- 0- 0000- 0000- 8699- 600- 0061	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 COE Health SVCS SMAA 21-22 Q2	DR	10,064.00
( 007927) 01- 9010- 0- 0000- 8110- 4300- 049- I N49	OTHER RESTRICTE,MATERI	BS - Deposit 46 SPRI Claim #627788 9.19.23 ck 4611	CR	4,512.00
( 007602) 01- 9010- 0- 0000- 0000- 8699- 049- I N49	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 SPRI Claim #627788 9.19.23 ck 4611	DR	4,512.00
( 007927) 01- 9010- 0- 0000- 8110- 4300- 049- I N49	OTHER RESTRICTE,MATERI	BS - Deposit 46 SPRI Claim #620447 3.17.23 ck 4620	CR	25,000.00
( 007602) 01- 9010- 0- 0000- 0000- 8699- 049- I N49	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 SPRI Claim #620447 3.17.23 ck 4620	DR	25,000.00
( 026777) 01- 9010- 0- 5001- 2110- 4399- 200- 5640	OTHER RESTRICTE,HOLDIN	BS - Deposit 46 ST of CA MEDI-CAL CK31-200072 SEQ027808759	CR	4,021.00
( 026775) 01- 9010- 0- 5001- 0000- 8699- 200- 5640	OTHER RESTRICTE,ALL OTI	BS - Deposit 46 ST of CA MEDI-CAL CK31-200072 SEQ027808759	DR	4,021.00
<b>Net increase to Appropriations</b>			<b>.00</b>	<b>194,892.00</b>

JE # <b>BR24-00976</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023	Description	Comment	From	To
( 034313) 01- 8150- 0- 0000- 8110- 4395- 049- 0000	ONGOING & MAJOR,FOOD F	BD-MOT/B MEETING	CR	182.00
( 007543) 01- 8150- 0- 0000- 8110- 6500- 049- 0000	ONGOING & MAJOR,EQUIPM		DR	182.00
			<b>182.00</b>	<b>182.00</b>

JE # <b>BR24-00977</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023	Description	Comment	From	To
( 038253) 01- 6385- 0- 6000- 1000- 5200- 532- 0000	GOVERNORS CTEI,TRAVEL	AN - Woodshop Supplies R24-01808	DR	500.00
( 038252) 01- 6385- 0- 6000- 1000- 4300- 532- 0000	GOVERNORS CTEI,MATERI		CR	500.00
			<b>500.00</b>	<b>500.00</b>

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
<b>JE # BR24-00978 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment GM - Return to 4300</b>				
( 022819) 01-0700-0-3300-1000-5800-039-0000	LCFF SUPP FUNDI,PROF/CC		500.00	
( 003904) 01-0700-0-3300-1000-4300-039-0000	LCFF SUPP FUNDI,MATERIA			500.00
			<b>500.00</b>	<b>500.00</b>
<b>JE # BR24-00979 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - To Cover EWR 73877</b>				
( 014978) 01-0000-0-0000-2700-2430-827-0000	NO REPORTING RE,CLASS (		112.00	
( 000905) 01-0000-0-0000-3140-2240-827-0000	NO REPORTING RE,CLASS F			102.00
( 000929) 01-0000-0-0000-3140-3312-827-0000	NO REPORTING RE,FICA:CL			6.00
( 000944) 01-0000-0-0000-3140-3332-827-0000	NO REPORTING RE,MEDICA			1.00
( 000964) 01-0000-0-0000-3140-3502-827-0000	NO REPORTING RE,STATE U			1.00
( 000978) 01-0000-0-0000-3140-3602-827-0000	NO REPORTING RE,WORKE			2.00
			<b>112.00</b>	<b>112.00</b>
<b>JE # BR24-00980 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - To Cover EWR 73597</b>				
( 037325) 01-0000-0-3100-1000-2130-525-0750	NO REPORTING RE,CLASS I			400.00
( 039324) 01-0000-0-1120-2490-2230-525-0750	NO REPORTING RE,CLASS F			800.00
( 039329) 01-0000-0-1120-2490-3312-525-0750	NO REPORTING RE,FICA:CL			50.00
( 039330) 01-0000-0-1120-2490-3332-525-0750	NO REPORTING RE,MEDICA			12.00
( 039332) 01-0000-0-1120-2490-3502-525-0750	NO REPORTING RE,STATE U			1.00
( 039333) 01-0000-0-1120-2490-3602-525-0750	NO REPORTING RE,WORKE			16.00
( 036022) 01-0000-0-3100-1000-4300-525-0750	NO REPORTING RE,MATERI		1,279.00	
			<b>1,279.00</b>	<b>1,279.00</b>
<b>JE # BR24-00981 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - To Cover EWR 73188</b>				
( 038086) 01-0000-0-1270-1000-3311-527-0750	NO REPORTING RE,FICA:CE			193.00
( 038087) 01-0000-0-1270-1000-3331-527-0750	NO REPORTING RE,MEDICA			45.00
( 038089) 01-0000-0-1270-1000-3501-527-0750	NO REPORTING RE,STATE U			1.00
( 038090) 01-0000-0-1270-1000-3601-527-0750	NO REPORTING RE,WORKE			60.00
( 038081) 01-0000-0-1270-1000-1130-527-0750	NO REPORTING RE,CERT S.			1,903.00
( 038996) 01-0000-0-1270-1000-3312-527-0750	NO REPORTING RE,FICA:CL			118.00
( 038997) 01-0000-0-1270-1000-3332-527-0750	NO REPORTING RE,MEDICA			28.00
( 038998) 01-0000-0-1270-1000-3502-527-0750	NO REPORTING RE,STATE U			1.00
( 038999) 01-0000-0-1270-1000-3602-527-0750	NO REPORTING RE,WORKE			47.00
( 035625) 01-0000-0-1250-1000-1100-527-0750	NO REPORTING RE,CERT:TI		2,396.00	

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
			<b>2,396.00</b>	<b>2,396.00</b>
<b>JE # BR24-00982 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - To Cover EWR 74071</b>				
( 033344)	01-2600-0-1110-1000-2130-521-FLEX	ELO-P,CLASS INSTR AID,INSE		179.00
( 033349)	01-2600-0-1110-1000-3312-521-FLEX	ELO-P,FICA:CLASS,INSTRUC		11.00
( 033350)	01-2600-0-1110-1000-3332-521-FLEX	ELO-P,MEDICARE:CLASS,IN		3.00
( 033352)	01-2600-0-1110-1000-3502-521-FLEX	ELO-P,STATE UNEMPLOYM,		1.00
( 033353)	01-2600-0-1110-1000-3602-521-FLEX	ELO-P,WORKERS' COMP:C,I		3.00
( 035552)	01-2600-0-1110-1000-2140-521-FLEX	ELO-P,CLASS INSTR AID,INSE		76.00
( 033388)	01-2600-0-1110-1000-2100-521-FLEX	ELO-P,CLASS:INSTRUCTI,IN	273.00	
			<b>273.00</b>	<b>273.00</b>
<b>JE # BR24-00983 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment JL-For Heritage RTC</b>				
( 006674)	01-6500-0-5760-1180-5800-230-0000	SE:STATE LOCAL ,PROF/CO		25,000.00
( 006671)	01-6500-0-5760-1180-5100-230-0000	SE:STATE LOCAL ,SUBAGRI		14,610.00
( 006280)	01-6500-0-5001-0000-8980-230-0000	SE:STATE LOCAL,CONTRI F		39,610.00
( 000058)	01-0000-0-0000-0000-8980-030-0000	NO REPORTING RE,CONTRI	39,610.00	
<b>Net increase to Appropriations</b>			<b>39,610.00</b>	<b>79,220.00</b>
<b>JE # BR24-00984 JE Trans Date 12/21/2023 JE Posted 12/21/2023 Comment BS - Site Deposit # 47</b>				
( 008930)	01-9016-0-1150-1000-5800-021-0201	DONATIONS,PROF/CONSUL BS - Site Deposit # 47 BV OSS		400.00
( 008450)	01-9016-0-0000-0000-8699-021-0201	DONATIONS,ALL OTHER LO BS - Site Deposit # 47 BV OSS		400.00
( 011881)	01-9016-0-1110-2420-4300-021-2101	DONATIONS,MATERIALS & Donation BS - Site Deposit # 47 BV Library		1,500.00
( 008451)	01-9016-0-0000-0000-8699-021-2101	DONATIONS,ALL OTHER LO BS - Site Deposit # 47 BV Library		1,500.00
( 028133)	01-9010-0-1110-1000-4399-821-FLEX	OTHER RESTRICTE,HOLDIN BS - Site Deposit # 47 BV After School		1,625.00
( 028051)	01-9010-0-0000-0000-8699-821-FLEX	OTHER RESTRICTE,ALL OTI BS - Site Deposit # 47 BV After School		1,625.00
( 009179)	01-9016-0-3100-1000-4300-025-2561	DONATIONS,MATERIALS & BS - Site Deposit # 47 B40SS MCB for		5,000.00
( 008473)	01-9016-0-0000-0000-8699-025-2561	DONATIONS,ALL OTHER LO BS - Site Deposit # 47 B40SS MCB for		5,000.00

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Effective 12/01/2023 through 12/22/2023

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Account		Description	Comment	From	To
(continued)	JE # <b>BR24-00984</b>	JE Trans Date 12/21/2023	JE Posted 12/21/2023	Comment BS - Site Deposit # 47	
(027757)	01-9010-0-3100-3110-4300-038-0088	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 B40SS	CR	5.00
			Transcript Fee		
(028455)	01-9010-0-0000-0000-8699-038-0088	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 B40SS	DR	5.00
			Transcript Fee		
(008931)	01-9016-0-1150-1000-5800-023-0201	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 DLV PSS	CR	400.00
			Payment M.Shockley		
(008461)	01-9016-0-0000-0000-8699-023-0201	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 DLV PSS	DR	400.00
			Payment M.Shockley		
(008931)	01-9016-0-1150-1000-5800-023-0201	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 DLV OSS Pmt	CR	900.00
			Dean.Hartmann.Gonzalez		
(008461)	01-9016-0-0000-0000-8699-023-0201	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 DLV OSS Pmt	DR	900.00
			Dean.Hartmann.Gonzalez		
(008931)	01-9016-0-1150-1000-5800-023-0201	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 DLV OSS	CR	400.00
			Payment Cohen		
(008461)	01-9016-0-0000-0000-8699-023-0201	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 DLV OSS	DR	400.00
			Payment Cohen		
(008748)	01-9016-0-1110-1000-4300-023-0051	DONATIONS,MATERIALS & S	BS - Site Deposit # 47 DLV Leadership	CR	479.00
			Donation		
(008459)	01-9016-0-0000-0000-8699-023-0051	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 DLV Leadership	DR	479.00
			Donation		
(008933)	01-9016-0-1150-1000-5800-024-0201	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 Gault Science	CR	200.00
			Donation		
(008469)	01-9016-0-0000-0000-8699-024-0201	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 Gault Science	DR	200.00
			Donation		
(009035)	01-9016-0-1250-1000-4300-032-3266	DONATIONS,MATERIALS & S	BS - Site Deposit # 47 MHMS Band	CR	50.00
			Donation		
(008489)	01-9016-0-0000-0000-8699-032-3266	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 MHMS Band	DR	50.00
			Donation		
(007778)	01-9010-0-0000-2700-5800-034-0088	OTHER RESTRICTE,PROF/C	BS - Site Deposit # 47 SCHS Parking	CR	285.00
			Pass Sales		
(007585)	01-9010-0-0000-0000-8699-034-0088	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 SCHS Parking	DR	285.00
			Pass Sales		
(030058)	01-9016-0-1140-1000-5800-034-0051	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 SCHS PE	CR	685.00
			Bowling		
(008499)	01-9016-0-0000-0000-8699-034-0051	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 SCHS PE	DR	685.00
			Bowling		
(030058)	01-9016-0-1140-1000-5800-034-0051	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 SCHS PE	CR	45.00
			Bowling		

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Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account		Description	Comment	From	To
(continued)	JE # <b>BR24-00984</b>	JE Trans Date 12/21/2023	JE Posted 12/21/2023	Comment BS - Site Deposit # 47	
( 008499)	01-9016-0-0000-0000-8699-034-0051	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 SCHS PE	DR	45.00
			Bowling		
( 008298)	01-9010-0-1180-1000-4300-034-0089	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 SCHS Spanish	CR	1,024.00
			Textbook Warehouse		
( 034172)	01-9010-0-0000-0000-8699-034-0089	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 SCHS Spanish	DR	1,024.00
			Textbook Warehouse		
( 008884)	01-9016-0-1120-1000-4300-034-3482	DONATIONS,MATERIALS & §	BS - Site Deposit # 47 SCHS Ceramics	CR	75.00
			Donation		
( 008512)	01-9016-0-0000-0000-8699-034-3482	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 SCHS Ceramics	DR	75.00
			Donation		
( 008779)	01-9016-0-1110-1000-4300-034-3457	DONATIONS,MATERIALS & §	BS - Site Deposit # 47 SCHS	CR	300.00
			Blackbaud PGE Donation		
( 008504)	01-9016-0-0000-0000-8699-034-3457	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 SCHS	DR	300.00
			Blackbaud PGE Donation		
( 008350)	01-9010-0-1294-3160-5800-035-0088	OTHER RESTRICTE,PROF/C	BS - Site Deposit # 47 SQHS AP Test	CR	261.00
( 007588)	01-9010-0-0000-0000-8699-035-0088	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 SQHS AP Test	DR	261.00
( 008252)	01-9010-0-1140-1000-5800-035-0088	OTHER RESTRICTE,PROF/C	BS - Site Deposit # 47 SQHS PE	CR	30.00
			Uniform		
( 007588)	01-9010-0-0000-0000-8699-035-0088	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 SQHS PE	DR	30.00
			Uniform		
( 008831)	01-9016-0-1110-2420-4300-027-2727	DONATIONS,MATERIALS & §	BS - Site Deposit # 47 Westlake Book	CR	6,586.00
			Fair		
( 008478)	01-9016-0-0000-0000-8699-027-2727	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 Westlake Book	DR	6,586.00
			Fair		
( 007924)	01-9010-0-0000-8110-4300-049-FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits	CR	825.00
			INV 3132391 & 3237792		
( 007599)	01-9010-0-0000-0000-8699-049-FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits	DR	825.00
			INV 3132391 & 3237792		
( 007924)	01-9010-0-0000-8110-4300-049-FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits	CR	822.00
			INV 10328988		
( 007599)	01-9010-0-0000-0000-8699-049-FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits	DR	822.00
			INV 10328988		
( 007924)	01-9010-0-0000-8110-4300-049-FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits	CR	3,421.00
			INV 2090395		
( 007599)	01-9010-0-0000-0000-8699-049-FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits	DR	3,421.00
			INV 2090395		
( 007924)	01-9010-0-0000-8110-4300-049-FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic SC City	CR	4,393.00
			Youth Soccer Club		

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Account		Description	Comment	From	To
(continued)	JE # <b>BR24-00984</b>	JE Trans Date 12/21/2023	JE Posted 12/21/2023	Comment BS - Site Deposit # 47	
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic SC City Youth Soccer Club	DR	4,393.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits INV 5818340	CR	1,760.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits INV 5818340	DR	1,760.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits INV 10845753	CR	94.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits INV 10845753	DR	94.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits INV 10791440	CR	235.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits INV 10791440	DR	235.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47Civic12624190.16008903.10072438	CR	1,698.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47Civic12624190.16008903.10072438	DR	1,698.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47 Civic Permits Sept 2023 CK #002315	CR	21,557.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47 Civic Permits Sept 2023 CK #002315	DR	21,557.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47Civic Permits October 2023 CK #002316	CR	9,215.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47Civic Permits October 2023 CK #002316	DR	9,215.00
( 007924)	01-9010-0-0000-8110-4300-049- FACU	OTHER RESTRICTE,MATERI	BS - Site Deposit # 47Civic Permits November 2023 CK #002317	CR	3,521.00
( 007599)	01-9010-0-0000-0000-8699-049- FACU	OTHER RESTRICTE,ALL OTI	BS - Site Deposit # 47Civic Permits November 2023 CK #002317	DR	3,521.00
( 008933)	01-9016-0-1150-1000-5800-024- 0201	DONATIONS,PROF/CONSUL	BS - Site Deposit # 47 Gault Sciece Camp Donation	CR	200.00
( 008469)	01-9016-0-0000-0000-8699-024- 0201	DONATIONS,ALL OTHER LO	BS - Site Deposit # 47 Gault Science Camp Donation	DR	200.00
<b>Net increase to Appropriations</b>				<b>.00</b>	<b>135,982.00</b>

Account		Description	Comment	From	To
	JE # <b>BR24-00985</b>	JE Trans Date 12/21/2023	JE Posted 12/21/2023	Comment LT - Board Approved Teacher Pay Teacher Quote	
( 006164)	01-6300-0-1110-1000-4300-535- 0000	LOTTERY:INSTRUC,MATERI		DR	200.00

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00985</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023	Comment LT - Board Approved Teacher Pay Teacher Quote			
( 006172) 01- 6300- 0- 1110- 1000- 5800- 535- 0000	LOTTERY:INSTRUC,PROF/C	CR		200.00
			<b>200.00</b>	<b>200.00</b>
JE # <b>BR24-00986</b> JE Trans Date 12/21/2023 JE Posted 12/21/2023	Comment SJ - Carnegie Summit Conference for OLA Director			
( 016369) 01- 0000- 0- 1110- 1000- 4100- 520- cmp1	NO REPORTING RE,APPR TI	DR	1,095.00	
( 033670) 01- 0000- 0- 1110- 1000- 5200- 520- CMP1	NO REPORTING RE,TRAVEL	CR		1,095.00
			<b>1,095.00</b>	<b>1,095.00</b>
JE # <b>BR24-00987</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment BS - To Cover EWR 73312			
( 000382) 01- 0000- 0- 0000- 2700- 2440- 823- 0000	NO REPORTING RE,CLASS (	CR		2,180.00
( 000431) 01- 0000- 0- 0000- 2700- 3312- 823- 0000	NO REPORTING RE,FICA:CL	CR		19.00
( 000545) 01- 0000- 0- 0000- 2700- 3602- 823- 0000	NO REPORTING RE,WORKE	CR		6.00
			<b>Net increase to Appropriations</b>	<b>.00</b>
				<b>2,205.00</b>
JE # <b>BR24-00988</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment BS - To Cover EWR 73836			
( 032839) 01- 0700- 0- 0000- 2495- 1930- 032- 0000	LCFF SUPP FUNDI,CERT OT	CR		480.00
( 032841) 01- 0700- 0- 0000- 2495- 3331- 032- 0000	LCFF SUPP FUNDI,MEDICAF	CR		7.00
( 032843) 01- 0700- 0- 0000- 2495- 3501- 032- 0000	LCFF SUPP FUNDI,STATE UI	CR		1.00
( 032844) 01- 0700- 0- 0000- 2495- 3601- 032- 0000	LCFF SUPP FUNDI,WORKER	CR		9.00
( 032827) 01- 0700- 0- 0000- 2495- 3101- 032- 0000	LCFF SUPP FUNDI,STRS:CE	CR		92.00
( 003645) 01- 0700- 0- 1110- 1000- 4300- 032- 0000	LCFF SUPP FUNDI,MATERIA	DR	589.00	
			<b>589.00</b>	<b>589.00</b>
JE # <b>BR24-00989</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment BS - To Cover EWR 74054			
( 027745) 01- 6010- 0- 1110- 1000- 2130- 521- 0000	AFTER-SCHOOL ED,CLASS	CR		1,172.00
( 024061) 01- 6010- 0- 1110- 1000- 3332- 521- 0000	AFTER-SCHOOL ED,MEDICA	CR		1.00
( 024065) 01- 6010- 0- 1110- 1000- 4300- 521- 0000	AFTER-SCHOOL ED,MATERI	DR	1,173.00	
			<b>1,173.00</b>	<b>1,173.00</b>
JE # <b>BR24-00990</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment BS - To Cover EWR 74437			
( 038734) 01- 0000- 0- 1230- 1000- 1130- 532- 0750	NO REPORTING RE,CERT S.	CR		900.00
( 038735) 01- 0000- 0- 1230- 1000- 3101- 532- 0750	NO REPORTING RE,STRS:C	CR		12.00
( 038740) 01- 0000- 0- 1230- 1000- 3331- 532- 0750	NO REPORTING RE,MEDICA	CR		1.00
Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)				

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Account	Description	Comment	From	To
(continued) JE # <b>BR24-00990</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023		Comment BS - To Cover EWR 74437		
( 038742) 01-0000-0-1230-1000-3501-532-0750	NO REPORTING RE,STATE I	CR		1.00
( 038743) 01-0000-0-1230-1000-3601-532-0750	NO REPORTING RE,WORKE	CR		1.00
( 035640) 01-0000-0-1250-1000-3311-532-0750	NO REPORTING RE,FICA:CE	CR		14.00
( 039345) 01-0000-0-1250-1000-2130-532-0750	NO REPORTING RE,CLASS I	CR		1,473.00
( 039346) 01-0000-0-1250-1000-3312-532-0750	NO REPORTING RE,FICA:CL	CR		91.00
( 039347) 01-0000-0-1250-1000-3332-532-0750	NO REPORTING RE,MEDICA	CR		21.00
( 039349) 01-0000-0-1250-1000-3502-532-0750	NO REPORTING RE,STATE I	CR		1.00
( 039350) 01-0000-0-1250-1000-3602-532-0750	NO REPORTING RE,WORKE	CR		1.00
( 036141) 01-0000-0-1110-1000-4300-532-0750	NO REPORTING RE,MATERI	DR	2,516.00	
			<b>2,516.00</b>	<b>2,516.00</b>

JE # <b>BR24-00991</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Description	Comment	From	To
( 039341) 01-3219-0-1110-1000-4200-630-0000	ELO ESSERIII LL,BOOKS & C	DR	73.00	
( 037842) 01-3219-0-1110-1000-5200-630-0000	ELO ESSERIII LL,TRAVEL &	CR		73.00
			<b>73.00</b>	<b>73.00</b>

JE # <b>BR24-00992</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Description	Comment	From	To
( 031558) 01-3214-0-1110-1000-2130-827-0000	ESSER III LL,CLASS INSTR	CR		534.00
( 030642) 01-3214-0-1110-1000-3312-827-0000	ESSER III LL,FICA:CLASS,I	DR	193.00	
( 030632) 01-3214-0-1110-1000-3101-827-0000	ESSER III LL,STRS:CERT,IN	DR	294.00	
( 030640) 01-3214-0-1110-1000-3601-827-0000	ESSER III LL,WORKERS' COI	DR	47.00	
			<b>534.00</b>	<b>534.00</b>

JE # <b>BR24-00993</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Description	Comment	From	To
( 003428) 01-0700-0-1110-1000-2130-027-0000	LCFF SUPP FUNDI,CLASS IN	CR		2,471.00
( 003496) 01-0700-0-1110-1000-3312-027-0000	LCFF SUPP FUNDI,FICA:CLA	CR		162.00
( 003530) 01-0700-0-1110-1000-3332-027-0000	LCFF SUPP FUNDI,MEDICAF	CR		38.00
( 003579) 01-0700-0-1110-1000-3502-027-0000	LCFF SUPP FUNDI,STATE U	CR		1.00
( 003614) 01-0700-0-1110-1000-3602-027-0000	LCFF SUPP FUNDI,WORKER	CR		47.00
( 003642) 01-0700-0-1110-1000-4300-027-0000	LCFF SUPP FUNDI,MATERIA	DR	2,719.00	
			<b>2,719.00</b>	<b>2,719.00</b>

JE # <b>BR24-00994</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Description	Comment	From	To
( 024393) 01-3010-0-1110-1000-5800-533-0000	BAS GNT LOW-INC,PROF/CC	CR		978.00

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 14, JE Type = R, Starting Transaction Date = 12/1/2023, Ending Transaction Date = 12/31/2023, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

Effective 12/01/2023 through 12/22/2023

Fiscal Year 2024

Account	Description	Comment	From	To
(continued) JE # <b>BR24-00994</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment PS - Presentation Folders			
( 024390) 01- 3010- 0- 1110- 1000- 4300- 533- 0000	BAS GNT LOW-INC,MATERI/	DR	978.00	
			<b>978.00</b>	<b>978.00</b>
JE # <b>BR24-00995</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment SJ - Emp Reimb			
( 011166) 01- 0000- 0- 1110- 1000- 4100- 520- 0000	NO REPORTING RE,APPR TI	DR	445.00	
( 001967) 01- 0000- 0- 1110- 1000- 5200- 520- 0000	NO REPORTING RE,TRAVEL	CR		445.00
			<b>445.00</b>	<b>445.00</b>
JE # <b>BR24-00996</b> JE Trans Date 12/22/2023 JE Posted 12/22/2023	Comment SJ - Emp Reimb			
( 032270) 01- 7812- 0- 1240- 1000- 4399- 530- 0000	ETHNIC STUDIES,HOLDING	DR	254.00	
( 039417) 01- 7812- 0- 1240- 1000- 5200- 530- 0000	ETHNIC STUDIES,TRAVEL &	CR		254.00
			<b>254.00</b>	<b>254.00</b>
		<b>Total for Org 014</b>	<b>845,719.00</b>	<b>4,765,309.00</b>
<b>Org 014 Net &lt;Decrease&gt; in Estimated Fund Balance</b>	<b>3,809,524.00-</b>			<b>Net increase to Appropriations</b>

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Disposition of Surplus Property

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

### **RECOMMENDATION:**

Authorize the Assistant Superintendent of Business Services, or his designee, to sell or dispose of the surplus property on the attached list(s) in accordance with Board Policy 3270 and Administrative Regulation 3270A.

### **BACKGROUND:**

Education Code Section 17545 (a) provides that the Board of Education may sell for cash any personal property belonging to the District if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. (b) The governing board may choose to conduct any sale of personal property authorized under this section by means of a public auction conducted by employees of the district or other public agencies, or by contract with a private auction firm. The board may delegate to the district employee responsible for conducting the auction the authority to transfer the personal property to the highest responsible bidder upon completion of the auction and after payment has been received by the District.

Section 17546(a) If the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), it may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board. (b) Any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, may be sold at private sale without advertising by any employee of the district empowered for that purpose by the board. (c) If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board.

Per Education Code 60530(b), instructional materials may be destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

**FISCAL IMPACT:**

None

This work is in direct support of the following District goal and its corresponding metric:  
Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

**SCCS BOARD OF EDUCATION**  
**MEETING OF January 17, 2024**  
**SURPLUS PROPERTY**

**DEPARTMENT/SCHOOL SITE: IT Dept./Soquel High School**

Special Location	# Copies	Property Description	Year/Age	Condition	Value
	26	Desktop Computer iMac (21.5-inch, Late 2013)	11 yrs	Obsolete	\$0
	2	Lenovo ThinkPad E495 Laptop - 20NE	11 yrs	Obsolete	\$0
	12	Desktop HP Compaq	11 yrs	Obsolete	\$0
	41	Chromebook HP G4 Laptop	5 yrs	Obsolete	\$0
	13	Chromebook HP G4 Laptop	11 yrs	Obsolete	\$0
	2	HP Elitebook 840	5 yrs	Obsolete	\$0
	1	Toshiba Chromebook	5 yrs	Obsolete	\$0
	2	HP Elitebook	11 yrs	Obsolete	\$0
	1	Macbook Pro A1278	11 yrs	Obsolete	\$0
	1	HP Probook 450 G4	11 yrs	Obsolete	\$0
	1	HP Probook 450 G5	11 yrs	Obsolete	\$0
	1	Google Nexus 7	11 yrs	Obsolete	\$0
	1	ThinkPad	5 yrs	Obsolete	\$0
	3	HP Probook 450	5 yrs	Obsolete	\$0
	6	Cisco 7841 VOIP Phone	5 yrs	Obsolete	\$0
	34	Epson LCD Projector Model H383A	11 yrs	Obsolete	\$0
	1	Elmo Document Camera TT-12	11 yrs	Obsolete	\$0
	1	HP LaserJet 1020	10 yrs	Obsolete	\$0
	1	Dell Optiplex 9020 SFF	12 yrs	Obsolete	\$0
	2	HP Compaq Pro 6305 Microtower	10 yrs	Obsolete	\$0
	2	Dell Optiplex 9010 SFF	10 yrs	Obsolete	\$0
	1	Dell P2414Hb Monitor	10 yrs	Obsolete	\$0
	1	HP Compaq Elite 8300 SFF	10 yrs	Obsolete	\$0
	1	Acer VX5E1 SFF	10 yrs	Obsolete	\$0
	49	T-Mobile Hotspot Model T9	5 yrs	Obsolete	\$0

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

**Approval Date:** \_\_\_\_\_ **Approved By:** \_\_\_\_\_



## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Bond Project Notices of Completion

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Accept one Bond project notice of completion.

**BACKGROUND:**

This work has been inspected and complies with the plans and specifications of the vendor contracts. The District has determined that this project is complete. For projects that required a Division of State Architect inspector the DSA-6 Project Inspector Verified Form will also be included. The Board is asked to accept completion of this project by approving the attached Notices of Completion, which will be duly filed with the County. In order to comply with Public Contract Code, this Notices of Completion must be made official so that we can pay the contractor by required timelines and not incur financial penalties.

<b>CONTRACTOR</b>	<b>PROJECT</b>	<b>Completion Date</b>
Bosco Construction Services, Inc.	Harbor High School Touch Panel Installations	8/8/2023

**FISCAL IMPACT:**

None.

This work is in direct support of the following District goals and their corresponding metrics:

- Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.
- Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
- Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



*Santa Cruz City Schools*  
*Facility Services*  
536 Palm Street, Santa Cruz, CA 95060  
(831) 429-3904

**NOTICE OF COMPLETION**

Date: January 17, 2024  
To: Bosco Construction Services, Inc.  
Project: Harbor High School IFP Installation,  
Santa Cruz City Schools

THE SANTA CRUZ CITY SCHOOLS DISTRICT HEREBY GIVES NOTICE THAT:

The address of this School District is 133 Mission Street, Suite 100, Santa Cruz, California 95060.

On May 11, 2023, this District contracted with: Bosco Construction Services, Inc. 1177 North 15<sup>th</sup> St. San Jose, Ca 95112 as Contractor; and with The Ohio Casualty Insurance Company as Surety for said Contractor, for work of Harbor High School IFP Installation performed on District grounds at: 300 La Fonda Ave, Santa Cruz, Ca 95060.

It has been certified that this work has been inspected and complies with the plans and specifications, and that the Contractor completed the work on August 8, 2023.

The work of improvement described above is accepted as completed, and the Assistant Superintendent for Business Services has filed for recording this Notice as a Notice of Completion in connection with that contract.

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Jim Monreal  
Assistant Superintendent, Business Services  
Santa Cruz City Schools

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Revised Job Description - Mental Health Specialist-Social Emotional Counselor

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent of Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the revised job description for Mental Health Specialist-Social Emotional Counselor

**BACKGROUND:**

We are adding a California PPS Credential (Pupil Personnel Services) to the job requirements as an alternative to a California Marriage and Family Therapist or Clinical Social Worker license. With a PPS Credential, incumbents are qualified to meet with students and provide the necessary support.

Per EC 45276, the Governing Board shall fix the duties of all positions in the classified service. The Personnel Commission shall approve minimum qualification requirements and ensure that salaries are correctly aligned.

**FISCAL IMPACT:**

None

This work is in direct support of the following district goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Classified Personnel Actions

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Asst. Superintendent, Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the classified personnel actions as submitted.

**BACKGROUND:**

The attached lists of classified personnel actions are submitted in accordance with the District, SCCCE Agreement and the Merit Rules.

This work is in direct support of the following district goals and their corresponding metrics:

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

## CLASSIFIED EMPLOYEE ACTIONS

Reviewed by Director-Classified Personnel: *Keneé Houser 1/4/24*

### • Employment Actions Concerning Regular Assignments •

#### **Probationary (New Hires or Temporary Employees Made Regular):**

Conant, Sophie, Mental Health Spec/Social Emotional Counselor - SP, 8 hrs/10 mos, effective 12/11/24

Escobar-Gaona, Sergio, Campus Safety Supervisor - SCHS, 8 hrs/9 mos, effective 12/14/23

Garcia Morales, Ana Lilia, Paraeducator-Academic Intervention - DL, 3 hrs/9 mos, effective 12/7/23

Troutner, Joanne, Library Media Assistant - SHS, 3.5 hrs, effective 1/10/24

Weikel, Hannah, Executive Assistant I - BUS, 8 hrs/12 mos, effective 12/11/23

Woods, Emily, Yard Duty Monitor - BV, 1.2 hrs/9 mos, effective 12/18/23

Young, Aaliyah, Paraeducator-After School - BV, 3.9 hrs/9 mos, effective 1/10/24

#### **Increase Hours:**

Forsyth, Geoffrey, Behavior Technician-Sped - BV, from 6.5 hrs/9 mos to 7 hrs/9 mos, effective 12/7/23

Guevara Cruzado, Vanessa, Behavior Technician-Sped - BV, from 6.5 hrs/9 mos to 7 hrs/9 mos, effective 12/7/23

Hanson, Kendra, Behavior Technician-Sped - BMS, from 6.5 hrs/9 mos to 7 hrs/9 mos, effective 12/5/23

Maldonado, Arlett, Paraeducator-After School - BV, from 3.6 hrs/9 mos to 3.9 hrs/9 mos, effective 12/11/23

McCombie Murray, Paula, Behavior Technician-Sped - BMS, from 6.5 hrs/9 mos to 7 hrs/9 mos, effective 12/5/23

Perez Fuentes, Liliana, Behavior Technician-Sped - HHS, from 5.2 hrs/9 mos to 7 hrs/9 mos, effective 12/6/23

Rock, Delayne, Behavior Technician-Sped - BV, from 5.2 hrs/9 mos to 6.4 hrs/9 mos, effective 12/7/23

Rodriguez, Joleen, Behavior Technician-Sped - HHS, from 6.2 hrs/9 mos to 7 hrs/9 mos, effective 12/6/23

Williams, Julie, Behavior Technician-Sped - HHS, from 6.2 hrs/9 mos to 7 hrs/9 mos, effective 12/6/23

**Decrease Hours:**

Kiernan, Megan, Paraeducator-Academic Intervention - GA, from 3 hrs/9 mos to 2 hrs/9 mos, effective 1/16/24

**Additional Position:**

Tugas, Erika, Yard Duty Monitor - WL, 0.6hrs/9 mos, effective 9/11/23

**Separation from Service:**

Book-Kelley, Carolyn, Library Media Assistant - MHMS, 7 hrs/9 mos, effective 12/1/23

Houghton, Harper, Paraeducator-Academic Intervention - HHS, 3.9 hrs/9 mos, effective 1/1/24

Perez, Jose, Central Kitchen Cook/Baker - FS, 6.5 hrs/12 mos, effective 1/12/24

Robles-Ruiz, Rodrigo, Day Custodian - HHS, 8 hrs/12 mos, effective 12/8/23

Tugas, Erika, WL, Paraeducator, 3 hrs/9 mos and Yard Duty Monitor, 0.6 hrs/9 mos, effective 12/7/23

**• Short Term (not to exceed 126 days) and Substitutes •**

**New Substitute and Short Term Employees:**

Berg, Sedona, Paraeducator-Academic Intervention - Various, effective 12/8/23

Elizondo Garcia, Ashley, Paraeducator-Academic Intervention - Various, effective 12/19/23

Harper, Camille, Student Data Technician - SP, effective 12/14/23

Leal, Russell, ELPAC Proctor - L/A, effective 12/14/23

Leal, Valerie, ELPAC Proctor - L/A, effective 12/14/23

Mahady, Joseph, Paraeducator-Variou, effective 12/14/23

Rodas de Madrid, Mirna, Night Custodian, Various, effective 12/14/23

Thrasher, Hayley, Paraeducator-Academic Intervention - BV, effective 1/2/24

**Existing Substitute and Short Term Employees:**

Acosta-Marquez, Kinan, Night Custodian - DL, not to exceed 40 hrs, 12/7/23 - 6/15/24

Acosta-Marquez, Kinan, Night Custodian - SHS, not to exceed 24 hrs, 11/16 - 12/31/23

Book-Kelley, Carolyn, Library/Media Assistant - MHMS, not to exceed 240 hrs, 11/16/23 - 2/15/24

Casey, Patrick, School Bus Driver - TR, not to exceed 225 hrs, 11/16/23 - 5/30/24

Dew, Chris, Paraeducator-After School - BV, not to exceed 72 hrs, 11/20/23 - 1/15/24

Flores, Elliot, Night Custodian - GA, not to exceed 40 hrs, 11/16 - 12/15/23

Flores, Elliot, Night Custodian - WL, not to exceed 40 hrs, 11/16/23 - 2/15/24  
Ford, Cody, Yard Duty Monitor - DL, not to exceed 30 hrs, 12/16/23 - 6/15/24  
Gomez Rosales, Justino, Night Custodian - MHMS, not to exceed 40 hrs, 11/16/23 - 5/15/24  
Gomez Rosales, Justino, Night Custodian - MHMS, not to exceed 24 hrs, 11/16 - 12/31/23  
Gompertz, Julia, Behavior Technician-Sped - BV, not to exceed 8.5 hrs, 11/29/23 - 1/15/24  
Hamrouni, Zina, Paraeducator-Sped - SCHS, not to exceed 70 hrs, 11/16 - 12/31/23  
Hamrouni, Zina, Paraeducator-TK - WL, not to exceed 12 hrs, 11/15 - 12/16/23  
Jones, Emma, Yard Duty Monitor - WL, not to exceed 50 hrs, 11/15/23 - 1/16/24  
MacQuiddy McKee, Carol, Personnel Commissioner - PC, not to exceed \$150, 10/3 - 12/5/23  
Manzo, Dorthy, Interpreter/Translator - SP, not to exceed 21 hrs, 11/16 - 12/15/23  
Mongiello, Olivia, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Murtha, Brian, Personnel Commissioner - PC, not to exceed \$150, 10/3 - 12/5/23  
Navarro Ortiz, Melissa, Behavior Technician-PBIS - WL, not to exceed 25 hrs, 11/16/23 - 2/15/24  
Navarro Ortiz, Melissa, Office Assistant - WL, not to exceed 6 hrs, 11/16 - 12/15/23  
Navarro Ortiz, Melissa, Paraeducator-Academic Intervention - WL, not to exceed 90 hrs, 11/16/23 - 2/15/24  
Navarro Ortiz, Melissa, Paraeducator-Sped - WL, not to exceed 11 hrs, 11/16 - 12/15/23  
Navarro Ortiz, Melissa, Paraeducator-TK - WL, not to exceed 6 hrs, 11/16 - 12/15/23  
Ortiz Pantoja, Julian, Night Custodian - BMS, not to exceed 40 hrs, 11/16/23 - 6/30/24  
Ortiz Pantoja, Julian, Night Custodian - WL, not to exceed 250 hrs, 11/16/23 - 2/15/24  
Ronning, Linda, Paraeducator-Academic Intervention - DL, not to exceed 20 hrs, 12/8/23 - 6/15/24  
Santiago, Atanacio, Night Custodian - BV, not to exceed 16 hrs, 11/15 - 12/15/23  
Santiago, Atanacio, Day Custodian - DL, not to exceed 128 hrs, 11/30 - 12/22/23  
Santiago, Atanacio, Day Custodian - HHS, not to exceed 300 hrs, 11/16/23 - 6/30/24  
Santiago, Atanacio, Night Custodian - WL, not to exceed 18 hrs, 11/15 - 12/16/23  
Scruggs, Josephine, Paraeducator-Academic Intervention - WL, not to exceed 110 hrs, 11/16/23 - 3/15/24  
Violante, Mark, Personnel Commissioner - PC, not to exceed \$150, 10/3 - 12/5/23  
White, Olivia, Behavior Technician-Sped - BV, not to exceed 300 hrs, 12/16/23 - 6/30/24

**Regular Employees (Extra Hours, Short Term Assignments, or Substitute Assignments):**

Adams, Andrew, Paraeducator-Sped - BV, not to exceed 32 hrs, 11/16/23 - 5/25/24

Adams, Erin, Paraeducator-After School - BV, not to exceed 24 hrs, 12/5/23 - 2/15/24  
Baxley, Leda, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Bachar, William, School Bus Driver - TR, not to exceed 45 hrs, 1/16 - 5/30/24  
Bachman, Isabella, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Blume, Cassandra, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Branoff, Stuart, Paraeducator-After School - BV, not to exceed 24 hrs, 12/5/23 - 2/15/24  
Branoff, Stuart, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Carmichael, Catherine, Child Care - WL, not to exceed 10 hrs, 11/15/23 - 3/16/24  
Castaneda, Frances, School Bus Driver - TR, not to exceed 53 hrs, 1/16 - 5/30/24  
Castillo-Musante, Carolyn, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Delgado, Guadalupe, School Bus Driver - TR, not to exceed 51 hrs, 11/16/23 - 5/30/24  
DeMarco, Roxana, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Diaz, Jose, Campus Safety Supervisor - HHS, not to exceed 70 hrs, 11/16/23 - 6/15/24  
Fernandez, Javier, School Bus Driver/Fleet Technician - TR, not to exceed 58 hrs, 1/16 - 5/30/24  
Ferreira, Sarah, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Gaona, Mireya, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Gomez, Jose, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Hall, Jeffrey, School Bus Driver - TR, not to exceed 23 hrs, 11/16/23 - 5/30/24  
Hernandez Munoz, Erick, Playground/Recess Coach, not to exceed 57.95 hrs, 11/20/23 - 1/15/24  
Huerta, Elva, School Bus Driver - TR, not to exceed 35 hrs, 1/16 - 5/30/24  
Jimenez-Olivas, Jacqueline - Paraeducator-Academic Intervention - WL, not to exceed 125 hrs, 11/16/23 - 2/15/24  
Jimenez-Olivas, Jacqueline - Paraeducator-TK - WL, not to exceed 4 hrs, 11/16 - 12/15/23  
Kemerling, Mark, School Bus Driver - TR, not to exceed 20 hrs, 1/16 - 5/30/24  
Lamendola, Matthew, School Bus Driver/Dispatcher - TR, not to exceed 33 hrs, 1/16 - 5/30/24  
Larkin, Tim, School Bus Driver - TR, not to exceed 5 hrs, 1/16 - 5/30/24  
Layne, Sean, School Bus Driver - TR, not to exceed 49 hrs, 1/16 - 5/30/24  
Lopez, Areli, Yard Duty Monitor - GA, not to exceed 60 hrs, 11/16/23 - 6/15/24  
Lopez, Teo, Day Custodian - M/O, not to exceed 60 hrs, 12/16/23 - 6/30/24  
Mabrouk, Gail, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
McCoy, Keegan, Instructional Specialist-Band - SCHS, not to exceed 8 hrs, 11/16 - 12/15/23  
Mena Flores, Moises, Day Custodian - HHS, not to exceed 16 hrs, 11/16/23 - 5/15/24



Mena Flores, Moises, Day Custodian - M/O, not to exceed 50 hrs, 11/16/23 - 6/30/24  
Mendoza, Maria, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Olazo Hernandez, Lizbeth, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Pavisc-Bogren, Senka, Paraeducator-Academic Intervention - BSS, not to exceed 120 hrs,  
12/16/23 - 6/15/24  
Perez, Jose, Central Kitchen Cook/Baker - FS, not to exceed 6 hrs, 11/16 - 12/15/23  
Quintanilla-White, Isiquiel, Paraeducator-After School - GA, not to exceed 6 hrs, 11/16/23 -  
6/15/24  
Ripley, Sophie, Paraeducator-After School - DL, not to exceed 20 hrs, 1/10 - 6/15/24  
Ripley Phipps, Gabriella, Paraeducator-Academic Intervention - BSS, not to exceed 120 hrs,  
12/16/23 - 6/15/24  
Reber, Maya, Paraeducator - BSS, not to exceed 120 hrs, 12/16/23 - 6/15/24  
Salgado De Santos, Maria, Food Service Worker II - FS, not to exceed 100 hrs, 12/1/23 - 5/31/24  
Saarni, Richard, School Bus Driver - TR, not to exceed 40 hrs, 1/2 - 5/30/24  
Scott, Matthew, School Bus Driver - TR, not to exceed 5 hrs, 1/16 - 5/30/24  
Serna Castaneda, Jessica, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Serna Castaneda, Jessica, Interpreter/Translator - SS, not to exceed 20 hrs, 11/29/23 - 5/30/24  
Sihler, Kris, Instructor/Lead School Bus Driver - TR, not to exceed 54 hrs, 1/16 - 5/30/24  
Sorber, Madeline, ELPAC Proctor - L/A, not to exceed 12 hrs, 11/16/23 - 5/25/24  
Taylor, Kiefer, Instructional Specialist-Band - MHMS, not to exceed 50 hrs, 12/16/23 - 6/15/24

**Retired (Short Term Assignments, or Substitute Assignments):**

Bocaletti, Rossell, School Admin Assistant IV - DL, not to exceed 80 hrs, 12/4/23 - 6/15/24  
Della Mora, Ebby, School Administrative Assistant IV - GA, not to exceed 4 hrs, 11/16 - 12/15/23  
Routh, Patricia, Campus Safety Supervisor - SHS, not to exceed 60 hrs, 11/16 - 12/31/23  
Routh, Patricia, Health Office Assistant - SHS, not to exceed 13 hrs, 11/16 - 12/31/23

• **Eligibility Lists Established** •

Parent / Community Support Coordinator

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Annual Resolution #10-23-24 Tie Breaking Criteria

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent, Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Resolution #10-23-24 Tie Breaking Criteria for Seniority Order for Certificated Employees with the Same First Date of Paid Service.

**BACKGROUND:**

Pursuant to Education Code Section 44955(d), each year, the Board of Education is required to determine the District needs should it become necessary to establish the seniority of employees who first rendered paid service to the District on the same date. The criteria identified in this resolution will be used to break ties for the employees with the same first date of paid service.

**FISCAL IMPACT:**

None

This work is in direct support of the following District goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

**SANTA CRUZ CITY SCHOOLS DISTRICT**

**RESOLUTION # 10-23-24**

**TIE BREAKING CRITERIA FOR SENIORITY ORDER FOR CERTIFICATED EMPLOYEES  
WITH THE SAME FIRST DATE OF PAID SERVICE**

WHEREAS California Education Code Section 44955 (b) requires that the Governing Board determine the order of layoff between certificated employees having the same first date of paid service solely on the basis of the needs of the District and its students,

NOW THEREFORE, BE IT RESOLVED:

1. That the below-listed criteria, in order of priority, be used to determine the order of termination of certificated employees first rendering paid service to the District on the same date; and
2. That the Superintendent or designee applies the adopted criteria to affected employees to determine order of termination as related to the needs of the District and its students.

CRITERION #1: Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent or demonstration of bilingual competency for School Counselors, School Nurses, School Psychologists, School Social Workers, and Speech Therapists.

CRITERION #2: Preliminary or clear credentials over intern or provisional credentials.

CRITERION #3: Holds multiple preliminary and/or clear credential authorizations including supplemental authorizations.

CRITERION #4: Additional years of service, years of temporary service in the District prior to seniority date. For Career Technical Education (CTE) Teachers, years of temporary service with the Santa Cruz County Office of Education prior to district seniority date.

CRITERION #5: Holds a Masters and/or Doctorate degree.

CRITERION #6: Number of post-baccalaureate semester units recorded in employee's personnel file.

If a tie remains after applying the above criteria, the tie shall be broken by lot.

PASSED AND ADOPTED at a regular meeting of the Santa Cruz City Schools Governing Board held on January 17, 2024.

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTENTIONS: \_\_\_\_\_ ABSENT: \_\_\_\_\_

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Claudia Vestal, President  
Santa Cruz City Schools Governing Board

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Annual Resolution #11-23-24: District Needs for 2024-2025

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent, Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Resolution #11-23-24 District Needs for the 2024-2025 school year.

**BACKGROUND:**

Pursuant to Education Code Section 44955(d), each year, the Board of Education determines the District needs in order to retain services of certificated employees in the 2024-2025 school year, regardless of seniority, who possess qualifications needed for certain programs.

**FISCAL IMPACT:**

None

This work is in direct support of the following District goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

**SANTA CRUZ CITY SCHOOLS DISTRICT**

**RESOLUTION # 11-23-24**

**DETERMINATION OF TK-12 DISTRICT NEEDS FOR 2024-2025**

WHEREAS, California Education Code Section 44955(d) requests the Governing Board to demonstrate the District needs in order to deviate from terminating certificated employees in order of seniority.

THEREFORE, BE IT RESOLVED that it will be necessary to retain the services of certificated employees in the 2023-2024 school year, regardless of seniority, who possess qualifications needed for the following programs and/or subject matters:

1. Teachers with experience in the District’s Dual Language Two-Way Language Immersion Program (Dos Alas).
2. Teachers who meet the CA Department of Education’s Transitional Kindergarten Requirements
3. English Teachers who hold a bilingual (Spanish) authorization (BCLAD or BLCOC).
4. Special Credentials/Certifications/Certificates:
  - Bilingual (BCLAD) or equivalent (BLCOC)
  - Preliminary or Clear Credentialed certificated staff over those providing service under a provisional or intern credential.
3. Demonstration of bilingual competency for School Counselors, School Nurses, School Psychologists, School Social Workers, and Speech Therapists.

BE IT FURTHER RESOLVED that the District will deviate from terminating certificated employees in seniority order, if necessary, to meet the above needs.

PASSED AND ADOPTED at a regular meeting of the Santa Cruz City Schools Governing Board held on January 17, 2024.

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTENTIONS: \_\_\_\_\_ ABSENT: \_\_\_\_\_

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Claudia Vestal, President  
Santa Cruz City Schools Governing Board

# SANTA CRUZ CITY SCHOOLS

## JOB DESCRIPTION

### MENTAL HEALTH SPECIALIST/SOCIAL EMOTIONAL COUNSELOR

#### **DEFINITION:**

Under the direction of the Director of Special Education or School Principal, provide educationally related mental health services including counseling, individual and group therapy, consultation and treatment and directed case management; provide crisis intervention support; participate in Individualized Education Plan (IEP) meetings and serve a part of a multi-disciplinary team; prepare reports and analyses; engage in planning and treatment plans with parents, treatment teams, mental health professionals and District staff.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provide support and collaborate with mental health support staff to meet the educationally related mental health needs of students as per IEPs and/or site recommendations; provide counseling and therapy services both to individuals and in groups; assess threat and observe student behaviors; engage in crisis intervention as needed.
- Meet with parents, teachers and staff to address student needs; make referrals to in-District and community resources; provide staff with the appropriate guidance and strategies needed to further enhance the student's social and emotional development; assist Treatment Teams and Mental Health personnel in developing interventions for students including strategies, functional behavior assessments and behavior intervention plans.
- Prepare therapy notes, progress notes, student goal outlines, present needs; update plans and student intervention plans on computer systems; monitor student attendance for individual and group therapy sessions; maintain records of student progress in targeted behavior areas.
- Participate in students' Individual Education Plan meetings (if applicable); assist in the development of appropriate goals for students' behavioral needs; provide training, guidance and strategies to staff to support students with significant behavioral concerns, reinforce learning and utilize behavior modification techniques to increase the use of replacement behaviors.
- Perform a variety of clerical duties in support of assigned program activities such as preparing, typing, duplicating and filing instructional materials; create student service record file folders; maintain and manage therapy articles, reports and materials.
- Attend and participate in meetings, in-services and professional development training; provide training on mental health issues to staff, students and families; perform home visits as needed; drive a vehicle to conduct work.
- Conduct assessments; prepare reports regarding social and emotional needs; present reports to IEP teams; develop and monitor social and emotional goals.

#### **OTHER DUTIES:**

- Perform related duties as assigned.

#### **REQUIRED QUALIFICATIONS:**

##### Education and Experience:

- Any combination equivalent to: Master's degree and at least three years of experience working with students with behavioral challenges and social/emotional concerns.

##### Licenses and other Requirements

- Valid California Class C Driver's License
- Valid California license as a Marriage and Family Therapist or a Clinical Social Worker **OR** California PPS Credential for School Social Work (Pupil Personnel Services)

##### Knowledge of:

- Child guidance principles and practices related to students with various mental health needs.
- Basic concepts of mental health support and practices.
- Basic instructional methods and training techniques.
- Basic concepts of child growth and development and developmental behavior characteristics.
- Behavior management strategies and positive reinforcement techniques.
- Principles and practices of developing and implementing behavioral support and interventions.

- Policies and procedures related to behavior modification techniques and behavior plans.
- Routine record keeping and data collection techniques.
- 504 Services Plans and Individual Education Plans (IEP) goals and objectives.
- Social, behavioral and academic needs of students with mental health needs.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- District organization, operations, regulations, policies and objectives related to position.
- Correct English grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Operation of standard office and classroom equipment.
- Public speaking techniques.
- Basic subjects including arithmetic, grammar, spelling and reading.

Ability to:

- Learn behavior intervention strategies and procedures such as identifying antecedents and consequences of behavior, function of behavior, and replacement behaviors.
- Appropriately manage student behavior and guide students toward more acceptable social behaviors.
- Develop and implement behavioral support and interventions.
- Communicate effectively both orally and in writing in English.
- Assist with instruction and training activities for staff and students related to mental health and behavior support.
- Assist in the preparation of instructional materials.
- Perform a variety of clerical duties including typing, filing and duplicating materials.
- Assist in the implementation of 504 Services Plans and Individual Education Plans (IEP).
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Demonstrate a patient, receptive, and empathetic attitude toward students.
- Observe and control student behavior according to approved policies and procedures.
- Operate standard office and classroom equipment.
- Observe health and safety regulations.
- Meet schedules and timelines.
- Maintain records and confidentiality of student information

**WORKING CONDITIONS:**

Work Environment:

- Indoor/Outdoor environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor student activities.

Hazards:

- Potential contact with dissatisfied or abusive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

**Approved by Personnel Commission: TBD - Meeting 1/9/24**

Mental Health Specialist/ Social Emotional Counselor



**Approved by Governing Board: TBD - Meeting 1/17/24**

**Salary Range: Licensed Professionals Salary Schedule**

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Revised Job Description - Mental Health Specialist-Social Emotional Counselor

**MEETING DATE:** January 17, 2024

**FROM:** Molly Parks, Assistant Superintendent of Human Resources

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the revised job description for Mental Health Specialist-Social Emotional Counselor

**BACKGROUND:**

We are adding a California PPS Credential (Pupil Personnel Services) to the job requirements as an alternative to a California Marriage and Family Therapist or Clinical Social Worker license. With a PPS Credential, incumbents are qualified to meet with students and provide the necessary support.

Per EC 45276, the Governing Board shall fix the duties of all positions in the classified service. The Personnel Commission shall approve minimum qualification requirements and ensure that salaries are correctly aligned.

**FISCAL IMPACT:**

None

This work is in direct support of the following district goals and their corresponding metrics:

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

[Type here]

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Gifts

**MEETING DATE:** January 17, 2023

**FROM:** Kris Munro, Superintendent

**RECOMMENDATION:**

Accept the following gifts donated to Santa Cruz City Schools.

**BACKGROUND:**

Pursuant to Board Policy/Regulation 3290, the Governing Board may accept on behalf of and for the District, any bequest, gift of money or gift of property, valued at \$100 or more, that is presented to the District. A letter of appreciation will be sent to the donors.

Omega Nu donated \$1350 to seven teachers at Mission Hill Middle School for classroom supplies. Ten teachers applied and seven received the donation.

Driscoll and the Community Foundation donated \$10,000 to Soquel High School's Football Team to support their participation in the California State Championship.

This work is in direct support of the following District goals and their corresponding metrics:  
Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Memorandum of Understanding: Cabrillo Running Start  
**MEETING DATE:** January 17, 2024  
**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services  
**THROUGH:** Kris Munro, Superintendent

### **RECOMMENDATION:**

Approve the Memorandum of Understanding between Santa Cruz City Schools and Cabrillo College' Running Start program.

### **BACKGROUND:**

Running Start's program goal is to collaborate with Santa Cruz City Schools to ensure that high school seniors have a seamless transition to Cabrillo College. The term of the program shall be from Feb. 1, 2024 – June 30, 2024.

The Running Start program will focus on the following areas:

- College-going mindset and sense of belonging
- College Application Support by Outreach as well as Admissions and Records
- Financial Aid Information and FAFSA Application Support by Financial Aid
- Career Exploration by Outreach and Counseling
- Schedule Building and Educational Planning
- Registration

Cabrillo College agrees to the following when Cabrillo College Staff and/or Faculty are onsite:

- Provide workshops and support through registration in Spring 2024
- Provide current lists of applicants to help track student progress

SCCS agrees to the following when Cabrillo College Staff and/or Faculty provide onsite workshops. Prior to workshops:

- Identify and support high school senior participation
- Promote workshops with students and parents
- Identify and secure a well-ventilated space with the following technology:
  - Computers, tablets, and/or Chromebook
  - Projector and screen
- Provide designated parking

**AGENDA ITEM: 8.4.1.1**

During the workshops faculty/staff will:

- Introduce high school faculty and staff to Cabrillo presenters
- Supervise and set student behavior expectations
- Participate in workshops and assist with general student questions
- Troubleshoot technology
- Track Attendance

**FISCAL IMPACT:**

None

This work is done in support of the following district goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

**LETTER OF AGREEMENT  
CABRILLO COMMUNITY COLLEGE DISTRICT  
AND  
SANTA CRUZ CITY SCHOOLS  
RUNNING START TO COLLEGE  
SPRING 2024**

The Cabrillo College District and the Santa Cruz City Schools' (SCCS) agree to enter into this agreement for the services rendered through Cabrillo College's Running Start Program. The term of the program shall be from Feb. 1, 2024 – June 30, 2024.

The overall program goal is to collaborate with Santa Cruz City Schools to ensure that high school seniors have a seamless transition to Cabrillo College. To support in achieving this goal, our efforts will focus on the following areas:

- College-going mindset and sense of belonging
- College Application Support by Outreach as well as Admissions and Records
- Financial Aid Information and FAFSA Application Support by Financial Aid
- Career Exploration by Outreach and Counseling
- Schedule Building and Educational Planning
- Registration

Cabrillo College agrees to the following when Cabrillo College Staff and/or Faculty are **onsite**:

- Provide workshops and support through registration in Spring 2024
- Provide current lists of applicants to help track student progress

SCCS agrees to the following when Cabrillo College Staff and/or Faculty provide **onsite workshops**:

Prior to workshops:

- Identify and support high school senior participation
- Promote workshops with students and parents
- Identify and secure a well-ventilated space with the following technology:
  - Computers, tablets, and/or chromebooks
  - Projector and screen
- Provide designated parking

During the workshops faculty/staff will:

- Introduce high school faculty and staff to Cabrillo presenters
- Supervise and set student behavior expectations
- Participate in workshops and assist with general student questions
- Troubleshoot technology
- Track Attendance

**INDEMNIFICATION**

Each party (the “indemnitor”) agrees to indemnify, defend and hold harmless the other party(the “indemnitee”) and such other party’s Governing Board, as individuals and as an entity, officers, directors, employees, agents, and volunteers, and subcontractors from and against and all third party costs for claims and losses, and experts’ fees incurred by the indemnitee in whatsoever, arising out of the indemnitor’s fault in its performance under this contract, including but not limited to, any legal expenses (such as attorney fees, court costs, and investigations connected with such claims). The “indemnitor’s” performance means any action or failure to act in performance under the contract by the indemnitor, its Governing Board, as individuals and as an entity, its officers, directors, employees, agents, and volunteers and subcontractors.

It is agreed and understood by the parties hereto, that this agreement has been arrived at through negotiations and that neither party is to be deemed the party that prepared this agreement with the meaning of Civil Code Section 16544.

**SCCS will maintain insurance with the following coverage levels throughout the duration of this agreement and may be required to produce a certificate of insurance upon request with the certificate holder listed as:** Cabrillo Community College District.6500 Soquel Drive Aptos, CA 95003.

The following sentence shall be included in the additional insured certificate language and/or endorsements:

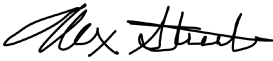
“Cabrillo Community College District, its Governing Board, as individuals and as an entity, its officers, directors, employees, agents, and volunteers, are included as additional insured, with respect to all work performed by or on behalf of the named insured under its contract with the Certificate Holder.”

**Required Coverage Levels:**

<b>Policy of Insurance</b>	<b>Minimum Coverage Amount</b>
Commercial General Liability Insurance	Per Occurrence: Two Million Dollars (\$2,000,000) Aggregate: Four Million Dollars (\$4,000,000)
Auto Liability	One Million Dollars (\$1,000,000)
Workers Compensation	In accordance with CA State law
Employers Liability	One Million Dollars (\$1,000,000)

FOR CABRILLO COLLEGE

FOR SCCS

 12/19/2023  
 \_\_\_\_\_  
 Alex Strudley Date  
 Director, Procurement and General Services

\_\_\_\_\_  
 Date

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Contract: Galileo Summer Camp

**MEETING DATE:** January 17, 2024

**FROM:** Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the Galileo Learning LLC Summer Camp contract.

**BACKGROUND:**

The Extended Learning Opportunity Program (ELOP) requires districts to offer six weeks of enrichment for unduplicated students (low income, English learners, Foster Youth, Homeless Youth) beyond the regular school year. In past years SCCS has provided an intervention summer school to meet part of this mandate. Students were invited to summer school if they qualified as needing additional academic support. In 22-23, there were four hours of summer school, and five hours of after care provided by the Boys and Girls Club.

The past summer school options have had many positive aspects, but in planning for the 23-24 summer, some challenges have come to light.

- Increase daily attendance in the program and find ways for more unduplicated students to participate.
- Provide after school care for all students in addition to the summer school day because Boys and Girls Club will no longer be able to provide care for all students.
- Find enough employees to staff the school portion of the day and after care.
- Offer the enrichment experience expected by the Extended Learning Opportunity Program, and not just intervention for students.

In trying to alleviate these concerns, SCCS staff looked for other ways of providing summer enrichment for students. One option would be having a STEM (Science, Technology, Engineering and Math) Summer camp for students instead of an enrichment summer school. Galileo Summer Camps would be able to provide this.

Galileo Learning LLC has a 20 year record of providing high quality, science based summer camps. They have a strong presence in the Silicon Valley, as well as Southern California, Chicago, Denver and Seattle, and their camps are extremely popular. Galileo summer camps rotate children through three experiences in a camp day.

- Innovator's Studio: Students create their own projects that actually function (a vacuum, a fan, etc). Students are given materials, some instruction on the science and

**AGENDA ITEM: 8.4.1.2**



engineering principles, and then are allowed to create on their own.

- Idea Lab: Students work in pairs to solve problems and create products that meet certain criteria. Collective problem solving teaches collaboration skills and helps to develop language.
- Outdoor Adventure: Students play games, create games, and move their bodies in a fun way.

The curriculum is modeled on the design thinking approach developed at Stanford. Students will develop an innovator's mindset, understand the design process and learn perseverance, and develop skills around language collaboration, courage, and leadership. Students will also have the opportunity to expand their science and math skills, as well as developing language skills.

If we have a partnership with Galileo for summer camp, Galileo will:

- Do all hiring
- Provide all professional development for summer staff
- Handle payroll
- Provide all materials
- Follow rules around fingerprinting and mandated reporting
- Provide a nine hour day for four weeks
- SCCS employees will be welcome to fill positions

SCCS will:

- Provide a location
- Provide custodial services
- Provide food service
- Message families eligible for camp and help families to complete paperwork
- Pay for camp at the rate of \$390 per student per week

There is currently \$1.5 million in carryover in the ELOP funds which will more than cover the cost. The program would be open to unduplicated students for free. Any spaces remaining would be open to SCCS families at the regular summer camp cost to be paid by the family. The current plan is for 250 spaces per week, though that number can be increased if there is more interest.

Bringing Galileo Summer Camp to the unduplicated students in SCCS will alleviate the challenges of providing a summer program, and provide an opportunity for our students that would otherwise be out of their reach.

**FISCAL IMPACT:**

Approximately \$415,000 Extended learning Opportunity Program (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## EXPANDED LEARNING PROVIDER AGREEMENT

This Services Agreement (this “**Agreement**”) is made by and between Santa Cruz City Schools (“**District**”) and Galileo Learning, LLC (“**Service Provider**”). District and Service Provider are each a “**Party**” and together the “**Parties**.”

Service Provider represents and warrants that Service Provider operates an independent and bona fide business that provides enrichment services to schools. It is the desire of District to engage the services of Service Provider. Such services and the relationship between District and Service Provider shall be governed according to the following terms and conditions:

**1. Services to be Performed.** Service Provider agrees to perform the services (the “**Services**”) detailed in Attachment A. Service Provider assumes full responsibility for the performance of the Services and Service Provider warrants that it is fully qualified and sufficiently staffed with its own employees to perform such Services.

Service Provider shall perform the Services at a level of performance consistence with industry practices, including timeliness, and professionalism. If Service Provider does not perform the Services at a level of performance satisfactory to District, District shall communicate each instance to the Service Provider’s site coordinator in writing. After receiving such written communication, the Service Provider shall promptly rectify each instance in a commercially reasonable manner and enact procedures to prevent the recurrence of the noted instances.

**2. Term and Termination.** The term of this Agreement (the “**Term**”) commences on the Effective Date (as defined on the signature page hereof) and continues through August 31, 2024, and will only extend or renew by written agreement of both Parties. Either Party may terminate this Agreement without cause upon 30 prior days written notice. In the event of termination for any reason, District shall pay Service Provider any unpaid portion of Services actually provided through the Effective Date and Service Provider will be entitled to retain any Non-Refundable Deposits (as defined in Attachment B).

**3. Payment.** In consideration for the Services to be performed by Service Provider, District agrees to pay Service Provider as outlined in Attachment B, to be invoiced monthly. District shall pay invoices within 30 days of receipt. Invoices outstanding for over 30 days are subject to a 1.5% per month late payment penalty.

**4. Budget and Expenses.** Subject to the terms of this Agreement, Service Provider agrees that District will have overall authority to determine financial matters in connection with the program as described in Attachment A and to establish administrative and policy matters in connection with procurement and performance of the Services, including, but not limited to, designating the terms and conditions thereof.

Any budget modifications requested by Service Provider shall be submitted for approval by District no later than 45 days prior to the applicable invoice period, and shall be approved by District at its sole discretion. Service Provider must provide detailed program documentation with specific cost breakdowns when submitting the budget modifications for approval.

Any modifications to the Services to be performed by Service Provider requested by District must be approved by Service Provider and if such modification results in a change in budget or expenses, Attachment A will only be modified if District approves such budget modification.

Unless otherwise agreed to in writing, Service Provider shall be responsible for all out-of-pocket expenses incurred while performing Services under this Agreement. District shall only reimburse Service Provider

for reasonable and pre-approved out-of-pocket expenses necessarily incurred in connection with the performance of Services under this Agreement. Service Provider must receive approval in writing and shall submit an itemized statement of such expenses.

**5. Materials.** Service Provider will furnish all materials, equipment and supplies used to provide the Services. Unless otherwise noted in this Agreement, District shall provide Service Provider with space at no cost that accommodates the scope of each element of the enrichment programming Service Provider operates.

**6. Conditions of Service Provider Services.** As a condition of Service Provider being selected to provide the Services, Service Provider shall provide District the following:

- Completion of Certification of Criminal Background Clearance and Tuberculosis (TB) Clearance for any employees or agents that may have contact with pupils (Attachment C);
- Proof of insurance as it relates to the Services, which are detailed in Section 11 of this Agreement;
- W-9

**7. Conflict of Interest.** Service Provider warrants that no District employee, or immediate family member of a District employee, owns or holds any substantial financial interest in the Service Provider, except where such ownership or interest consists of securities in a publicly-traded company.

**8. Intellectual Property Ownership and Marks.** In no event shall either Party alter, remove, obscure, erase, deface, or hide from view any copyright, trademark, or other proprietary rights notice of the other Party contained on or incorporated into any deliverable provided hereunder. District and Service Provider acknowledge that title to all intellectual property rights, including patent, copyright, trademark, and trade secret rights in products and materials developed and provided to the other Party (including any modifications, enhancements, versions, releases, or correction levels to those products and materials) shall remain exclusively with the Party providing such product and materials. A Party does not, by this Agreement, transfer or assign any of its intellectual property rights to the other Party. By and between the Parties, District acknowledges that Services are the intellectual property of Service Provider.

**9. Use of Student Data.** Each Party understands and agrees that, in connection with this Agreement, the Party may have access to proprietary or confidential information which may be owned or controlled by the other Party and that such information may contain proprietary details, the disclosure of which to third parties will be damaging to that Party. Each Party also understands and agrees that the disclosure of such information may violate state and/or federal law and may subject that Party to civil liability. Consequently, each Party agrees that all information disclosed to that Party by the other Party hereto shall be held in strict confidence and used only in performance of the Agreement, unless disclosure is required by law or court order. Each Party shall exercise the same standard of care to protect such information as is used to protect its own proprietary or confidential information. Each Party shall comply at all times with the requirements of State and Federal law governing the confidentiality and handling of student records including without limitation the Family Educational Records Privacy Act (“**FERPA**”), and California Education Code sections 49073 and sequential. Each Party shall only access and use confidential student information for the performance of its responsibilities under this Agreement or pursuant to prior written parent consent or other provision of State or Federal law governing confidential student information. The confidentiality provisions of this Agreement shall survive the termination or expiration of this Agreement. The District agrees that Contractor’s business is not a service or application used primarily for K-12 school purposes and is not designed and marketed for K-12 school purposes.

**10. Service Provider Status.** This Agreement is a bona fide business-to-business contracting relationship

as provided by Labor Code section 2750.3. Service Provider is an independent contractor, not an employee of District. Nothing in this Agreement shall confer upon any officer, director, employee, Service Provider, contractor, subcontractor, affiliate, volunteer or representative of Service Provider any rights or remedies, including any right to employment, as an employee of District. Service Provider and District agree to the following rights consistent with a Service Provider relationship:

1. Service Provider has the right to perform Services for others during the Term.
2. Service Provider has the sole right to control and direct the means, manner and method by which the Services will be performed to the extent the provision of Service Provider's Services are consistent with the responsibilities set forth herein.
3. Service Provider has the right to hire assistants as subcontractors, or to use employees to provide the Services.
4. Service Provider or Service Provider's employees or subcontractors shall perform the Services; District shall not hire, supervise or pay any assistants to help Service Provider.
5. Neither Service Provider nor Service Provider's employees or subcontractors shall receive any training from District in the skills necessary to perform the Services.
6. District shall not require Service Provider or Service Provider's employees or subcontractors to devote full time to performing the Services.
7. Neither Service Provider nor Service Provider's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of District.

**11. Insurance.** District shall have no obligation to provide insurance or benefits of any kind for Service Provider, or its business, or any officer, director, employee, subcontractor, volunteer or other representative of Service Provider in any capacity. Service Provider shall procure and maintain during the Term insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Services and the results of that work by the Service Provider, and its agents, representatives, employees or subcontractors. The minimum scope and limit of insurance coverage shall be at least as broad as follows:

1. Commercial General Liability with limits no less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate for products and completed operations, personal and advertising injury, property damage and bodily injury, including coverage for claims of sexual abuse and molestation.
2. Automobile Liability with limits no less than \$1,000,000 for each occurrence, combined single limit for bodily injury and property damage, including owned, hired, and non-owned autos.
3. Workers' Compensation as required by the State of California, with Statutory Limits, and Employer's Liability Insurance with a limit of no less than \$1,000,000 per accident.
4. The Service Provider shall maintain unemployment insurance for any employees.

District, its officers, directors, officials, employees, and volunteers are to be covered as additional insureds on the CGL policy with respect to liability arising out of work or operations performed by or on behalf of the Service Provider including materials, parts, or equipment furnished in connection with such work or operations. Service Provider shall furnish District with original certificates and amendatory endorsements or copies of the applicable policy language affecting coverage required by this clause upon request. All certificates and endorsements are to be received and approved by District before work commences. However, failure to obtain the required documents prior to the work beginning shall not waive the Service Provider's obligation to provide them.

**12. Local, State and Federal Taxes.** Service Provider shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing Services. District will not:

1. Withhold FICA from Service Provider's payments or make FICA payments on Service Provider's

behalf;

2. Make state or federal unemployment compensation contributions on Service Provider's behalf; or
3. Withhold state or federal income tax from Service Provider's payments.

Service Provider shall be solely responsible for the reporting and payment of any federal, state and/or local income tax or other withholdings on the compensation provided for the Services on behalf of Service Provider and any officer, director, employee, Service Provider, contractor, subcontractor, affiliate, volunteer or representative of Service Provider. District shall have no duty to defend or indemnify Service Provider against any tax claim or assessment associated with any payments under this Agreement. Service Provider shall cooperate in the defense of any tax claims brought against District associated with any such payments.

If Service Provider is required to pay any federal, state or local sales, use, or value added taxes based on the Services, the taxes shall be separately billed to District. Service Provider shall not charge any interest or penalties incurred due to late payment or nonpayment of any taxes by District.

**14. Confidentiality.** Both Parties acknowledge that during the Term, it (the "Receiving Party") will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by the other party (the "Disclosing Party") and/or used by the Disclosing Party in connection with the operation of its business including, without limitation, the Disclosing Party's business and product processes, staff, curriculum, materials procurement and kitting, methods, pupil/personnel record information, accounts and procedures ("Confidential Information"). The Receiving Party shall at all times, both during and after the Term, hold in the strictest confidence, and not publish, or to disclose to any other person, firm, business entity, organization, or any other party, without prior written authorization from the Disclosing Party, any Confidential Information. The Receiving Party may only use the Disclosing Party's Confidential Information during the Term and only as needed to perform its obligations under this Agreement.

**15. Compliance with Law.** Both Parties shall comply with all applicable laws for purposes of this Agreement, including, but not limited to, wage and hour (state and federal), paid sick leave, employment-related laws, workers' compensation, and all laws relating to the use of Service Provider's agents (such as hiring, termination, compensation, leaves of absence, benefits, and health and safety, including OSHA and Cal/OSHA). Both Parties and its agents, if any, shall comply with all applicable laws regarding negligence, safety, theft, and property when performing its obligations under this Agreement. Neither Party shall incur any liability with regard to any violation of applicable law by the other Party or its agents.

**16. Exclusive Agreement.** This Agreement (including its attachments incorporated by reference) is the entire agreement between Service Provider and District with respect to the subject matter herein. All previous agreements between the Parties, if any, whether written or oral, are merged herein and superseded hereby.

**17. Amendments.** This Agreement may be supplemented, amended, or modified only by the mutual agreement of both Parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both Parties.

**18. Limited Liability.** This provision allocates the risks under this Agreement between Service Provider and District. Service Provider's pricing reflects the allocation of risk and limitation of liability specified below. Each Party shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of such Party or its employees or agents while on District's premises to the extent such actions or omissions were not caused by the other Party. NEITHER PARTY TO THIS

AGREEMENT SHALL BE LIABLE FOR THE OTHERS LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

**19. Indemnification.** Service Provider will defend, indemnify and hold District and its directors, officers, employees, agents, and assigns harmless against all third party claims, liabilities, losses, damages, and expenses, including, but not limited to, claims arising from death or personal injury, attorneys' fees and taxes and insurance contributions for which the Service Provider has responsibility plus penalties and interest, which may arise directly or indirectly from (i) any breach by the Service Provider of this Agreement; (ii) any other act or omission by the Service Provider; (iii) any claims to the effect that the Service Provider's deliverables violate the intellectual property rights of any third parties; (iv) any claims by employees, Service Providers, contractors, subcontractors, affiliates, volunteers, representatives, suppliers, creditors or other persons in a relationship with the Service Provider; or (v) any claims relating to taxes and withholdings, insurance contributions, workers' compensation law, or other laws applicable to the Service Provider. The defense, indemnity, and hold harmless obligations in this Section 19 shall survive the termination or expiration of this Agreement.

District will defend, indemnify and hold Service Provider and its directors, officers, employees, agents, and assigns harmless against all third party claims, liabilities, losses, damages, and expenses, including, but not limited to, claims arising from death or personal injury, attorneys' fees, and taxes and insurance contributions for which the District has responsibility plus penalties and interest, which may arise directly or indirectly from (i) any breach by District of this Agreement; (ii) any other act or omission by District; (iii) any claims to the effect that District violated the intellectual property rights of any third parties; (iv) any claims by employees, Service Providers, contractors, subcontractors, affiliates, volunteers, representatives, suppliers, creditors, or other persons in a relationship with District; or (v) any claims relating to taxes and withholdings, insurance contributions, workers' compensation law, or other laws applicable to the District. The defense, indemnity, and hold harmless obligations in this Section 19 shall survive the termination or expiration of this Agreement.

**20. Force Majeure.** As used in this Agreement, a "Force Majeure Event" shall mean any act or event, whether foreseen or unforeseen, that (a) prevents a Party (the "Non-Performing Party"), in whole or in part, from (i) performing its obligations under this Agreement; or (ii) satisfying any conditions to the performing Party's obligations under this Agreement; and (b) is an act or event beyond the reasonable control of and not the fault of the Non-Performing Party; and (c) is an act or event for which the Non-Performing Party has been unable to avoid or overcome by the exercise of due diligence. Acts or events that shall be defined as meeting the requirements of a Force Majeure Event shall include, but not be limited to, the following and/or threat of any of these: acts of God, accident, war, terrorist act, flood, lightning, drought, earthquake, fire, volcanic eruption, landslide, hurricane, typhoon, tornado, or other natural catastrophes, explosion, fire, riot, national strikes, or other civil disturbance, epidemic, pandemic, disease, quarantine, civil commotion, measures of government authority (whether federal, state, local or foreign - includes acts, omissions, and/or restrictions, changes in laws, regulations, including but not limited to allocation regulations, ordinances, or orders affecting stay at home, shelter in place orders, government shutdowns, substantial interruption to travel, supply chains and other economic issues caused by these actions), and any act or occurrence creating a potentially significant risk to the health or safety of students, schools and staff. The foregoing list of Force Majeure Events set forth in this Section shall not be deemed exhaustive.

Any of the foregoing Force Majeure Events arise, the Non-Performing Party shall be excused from whatever performance is prevented by the Force Majeure Event to the extent so prevented. If the Force Majeure Event continues for a period greater than two (2) weeks, either Party may terminate this

Agreement without further liability. Except for any Non-Refundable Deposits, upon such termination, the Service Provider shall immediately reimburse District for Services paid for but not yet rendered and District will not be required to make any future payments.

**21. Notices.** All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows: (a) When delivered personally to the recipient's address as stated on this Agreement; (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; or (c) when sent by email to the recipient by use of the email address known to the person giving notice stated below.



If to Service Provider: Attn: Keith Bencher, CFO 111 Myrtle Street Oakland, CA. 94607 kbencher@galileo-learning.com 800.854.3684	If to District: Attn:
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**22. No Partnership.** This Agreement does not create and shall not be interpreted or construed as creating an agency relationship, or establishing a partnership relationship or joint venture, between the Parties. Neither Party has authority to enter into contracts on the other Party's behalf.

**23. Interpretation and Opportunity to Counsel.** In the event of a controversy or dispute between the Parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The Parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

**24. Applicable Law.** This Agreement will be governed by the laws of the State of California.

**25. No Assignment.** Except as part of a merger or sale of a majority of its stock or assets, neither Party shall have the right to assign this Agreement, or any rights or obligations hereunder, without the consent of the other Party.

**26. Severability.** The Parties agree that this Agreement is severable and that in the event any provision of this Agreement is held to be illegal, invalid, or unenforceable, the legality, validity and enforceability of the remaining provisions will not be affected or impaired. Additionally, the Parties expressly grant to any jurisdictional entity interpreting this Agreement the power and authority to modify the terms of this Agreement to the extent necessary to allow enforcement of this Agreement to the fullest extent allowed by law.

**27. Waivers.** No waiver of any of the provisions of this Agreement shall be deemed to be or shall constitute a waiver of any other provision of this Agreement, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver of any provision of this Agreement shall be binding on the Parties unless it is executed in writing by the Party making the waiver.

**28. Authority.** The individuals executing this Agreement represent and warrant that they have the right, power, legal capacity, and authority to enter into and to execute this Agreement on behalf of their respective legal entities.

**29. Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, email, DocuSign, scanned or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the last date signed below.

On Behalf of District: <b>Santa Cruz City Schools</b>	Service Provider: <b>GALILEO LEARNING, LLC</b>
Name: _____	Name: <u>Keith Bencher</u>
Title: _____	Title: <u>CFO</u>
Date: _____	Date: _____
Address: _____	Address: <u>1021 3<sup>rd</sup> Street</u>
City, State, ZIP: _____	City, State, ZIP: <u>Oakland, CA 94607</u>
“Effective Date:” _____	

## Attachment A

### **Services**

Service Provider agrees to design, manage, and operate a summer enrichment program exclusively for students enrolled at District.

Service Provider will provide the program at one District school sites:

- Site 1: To be determined by the district

The program shall:

- Operate for 4 weeks in the Summer of 2024
- Operate for 9 hours per day
- Serve up to 250 students per week
- In accordance with ELOP requirements, provide a site coordinator, and any additional staff required to meet the 1:20 staff-to-participant ratio (1:10 for Kinder)
- District will provide Service Provider with a breakout of students by April 1, 2024, and any changes following such date may result in any increase in cost of services

The program, created with a mission to develop innovators who envision and create a better world shall include innovation and play with these engaging elements:

- Innovator’s Studio — Students shall create inventive projects that really work, from catapults and castles to carnival rides and robots.
- Idea Lab — Students shall team up with peers to take on exciting challenges, test big ideas and celebrate design victories.
- Outdoor Adventure — Students shall experience camp magic with water day, silly skits and songs, face painting, pie throwing and more.

Program management responsibilities include, but are not limited to, the following:

1. Recruit, screen and hire all staff
2. Conduct criminal background clearance determination and TB test expiration
3. Train program staff on mandated reporting expectations and procedures
4. Follow all District school site rules and procedures and maintain a standard of professionalism consistent with the expectations of District

**Attachment B**

<b>Contract Summary</b>	<b># Students*</b>	<b>Program Weeks</b>	<b>Price/Week</b>	<b>Cost</b>
School Site 1	250	4	\$390	\$390,000
<b>Total</b>	<b>250</b>	<b>4</b>	<b>\$390</b>	<b>\$390,000</b>

**Attachment C**

**Certification of Criminal Background Clearance and Tuberculosis (TB) Clearance**

This form is to be completed with respect to the Agreement between District and Service Provider.

**PLEASE READ CAREFULLY, CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.**

**CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:**

X	A. Service Provider hereby certifies to District that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with District students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students.
X	B. Service Provider hereby certifies to District that it has required and verified that all employees who may have frequent or prolonged contact with District students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. Service Provider requires all new employees to provide the Service Provider with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. Service Provider maintains current TB clearances for all such employees.
N A	C. Service Provider hereby certifies to District that it has required and verified that all of the Service Provider's employees whose assignment at District requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

**By signing below, under penalty of perjury, I certify that the information contained on this certification form is accurate.**

Service Provider Signature	Printed Name	Title	Date

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Flash Storage Arrays Project Proposal for Information Technology Department

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the Flash Storage Arrays Project Proposal for Information Technology Department.

**BACKGROUND:**

The Information Technology (IT) Department would like to prioritize implementation of a new flash storage system for a total of \$109,211.87. Currently, the District's digital information is housed on an aged-out device no longer eligible for service. The IT Department has identified a new flash storage array system with an "Evergreen" subscription that includes 24/7 support, through which key hardware components can be individually replaced and upgraded over time to ensure longevity of the device. This contract would include the cost for the flash storage system, installation and 36 months of service.

**FISCAL IMPACT:**

\$67,106.27 One-time cost for flash storage system hardware, installation and sales tax, LCFF Base (Unrestricted)

\$14,035.20 Annual recurring cost for service subscription, LCFF Base (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Company:  
**SANTA CRUZ CITY SCHOOLS**



# Proposal #31025

Requested By:  
**Jon Morgan**  
 Director of Technology

Description:  
**Pure Storage FlashArray- 22TB (36-month)**

Bill To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754	Ship To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754	Sold To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754
Created: 11/20/2023 Expires: 12/20/2023 Version: 1	Account Manager: nslocum Systems Engineer: romalley	Payment Terms: Net 30

## Product & Manufacturer Maintenance

Line No	Qty	Product	Unit Price	Ext'd Price	Tax
1	1	<b>FA-X20R4-ETH-22TB-10X2.2TB</b> Pure Storage FlashArray X20R4-ETH□22TB-10x2.2TB	57,424.50	57,424.50	T
2	36	<b>FA-X20R4-22TB</b> FA-X20R4- 22TB 1 Month Evergreen Forever Subscription, 4 Hour Delivery, 24/7 Support, DSE	1,169.60	42,105.60	
3	1	<b>PS-FLASHARRAY-INSTALL</b> PURE STORAGE FLASH ARRAY INSTALL SVC	4,370.00	4,370.00	

<p><b>Need more time to get important stuff done? Ask us about</b></p>	Subtotal	\$103,900.10
	Handling	\$0.00
	Estimated Sales Tax (9.25%)	\$5,311.77
	Professional Services	\$0.00
	Shipping	\$0.00
	<b>Total</b>	<b>\$109,211.87</b>

Company:  
**SANTA CRUZ CITY SCHOOLS**



**Proposal #31025**

Requested By:  
**Jon Morgan**  
Director of Technology

Description:  
**Pure Storage FlashArray- 22TB (36-month)**

## About Sales Tax

Items sold by Development Group, Inc. ("DGI") and shipped to destinations in California are subject to sales tax.

If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time and invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged.

## About Product Returns

Development Group, Inc. ("DGI") only accepts the return of Products (a) that DGI has the right to return to the applicable manufacturers or suppliers, (b) for which DGI receives your written request for return within FOURTEEN (14) DAYS from the date of the invoice for such Products, and (c) that are factory sealed in fully resalable condition or which are Dead on Arrival ("DoA"). Except for Products returned because they are defective or DoA, to be eligible for return, Products must be in resalable condition, complete, unused and unopened, with the outer seal intact. Products that do not meet these conditions are not eligible for return and will be returned to you. Eligible Product returns will receive a credit that will be issued at the original purchase price that you paid for the Product only if your account is current. DGI may return to you, any Product not authorized for return (an "Unauthorized Return") at your expense, or DGI may, at its sole discretion, issue a credit for the current price of the Product, less a thirty percent (30%) restocking fee. DGI is not liable for any loss or damage to Unauthorized Returns.

## Company & Payment Information

### Mailing Address

Development Group, Inc.  
PO Box 991484  
Redding, CA 96099-1484

Phone: (530) 229-0071  
Fax: (530) 248-3415

### Office Locations

Development Group, Inc.  
6704 Lockheed Dr  
Redding, CA 96002

### Payment Information

Development Group, Inc.  
32880 Collections Center Dr  
Chicago, IL 60693

Federal Tax ID: 26-3740919

### Wire Transfer Information

**Domestic Wire Transfer (U.S.)**  
Wire Routing Transit Number (RTN): 026009593  
Bank Name: Bank of America  
City, State: Chicago, IL  
Account Number: 8188065595  
Title of Account: DEVELOPMENT GROUP INC

### ACH Information

**ACH Transfer (U.S.)**  
Routing Transit Number (RTN): 071000039  
Bank Name: Bank of America  
City, State: Chicago, IL  
Account Number: 8188065595  
Title of Account: DEVELOPMENT GROUP INC

Note: All wire transfers must be made in US Dollars



**SANTA CRUZ CITY SCHOOL DISTRICT**

**AGENDA ITEM:** Contract: Cisco Umbrella Firewall Protection Renewal and Upgrade

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the renewal of a 3-year lease agreement with Cisco for firewall and cybersecurity protection.

**BACKGROUND:**

The District’s cybersecurity protection, to enforce security and block malicious activity, is up for renewal. It now includes two components:

- Cisco Umbrella functions as a firewall against major domain name system (DNS) vector threats. The firewall protection now uses a “next-generation” identity-based security approach.
- Cisco Duo verifies user identity through multi factor authentication (MFA).

Cybersecurity insurance stipulates multi factor authentication (MFA) across all staff for onsite and remote systems. This renewal agreement includes a component for Duo Security Essentials for Education Faculty, allowing the District to deploy MFA for all systems within a single interface.

**FISCAL IMPACT:**

\$134,753.70 one-time LCFF Base (Unrestricted)

\$44,917.90 annually LCFF Base funds (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Company:  
**SANTA CRUZ CITY SCHOOLS**



**Proposal #31168**

Requested By:  
**Jon Morgan**  
 Director of Technology

Description:  
**Cisco Security EA - 36-month term (Umbrella & DUO)**

Bill To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754	Ship To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754	Sold To: SANTA CRUZ CITY SCHOOLS 133 Mission St Santa Cruz, CA 95060-3754
Created: 12/19/2023 Expires: 1/19/2024 Version: 1	Account Manager: nslocum Systems Engineer: romalley	Terms & Conditions: This proposal is offered according to the terms and conditions of one or more CMAS schedules

**Product & Manufacturer Maintenance**

Line No	Qty	Product	Unit Price	Ext'd Price	Tax
<b>1.0 Cisco EA 3.0 BUNDLE</b>					
<b>Annual payments via Cisco Capital - \$44,917.90/year</b>					
3	1	<b>EA3-M</b> Cisco EA 3.0 BUNDLE	0.00	0.00	
4	1	<b>E3-SEC-UMBDNSA</b> Security EA 3.0 Umbrella DNS Advantage	0.00	0.00	
5	1650	<b>E3S-UMB-DNSA</b> Security EA 3.0 Umbrella DNS Advantage	59.46	98,109.00	
6	1	<b>E3-UMBDNSA-SVS1</b> Cisco Services Portfolio: Umbrella DNS Advantage T1	0.00	0.00	
7	1	<b>E3-CX-UMBA-T1SSA</b> SVCS Portfolio T1 Umbrella DNS ADV SW Solution Support - CD	10,052.51	10,052.51	
8	1	<b>E3-CX-EAMSC</b> SVCS Portfolio EA Management Service Cisco	0.00	0.00	
9	1	<b>E3-SEC-DUO-EES-F</b> Cisco EA 3.0 - Duo Essentials Education Faculty	0.00	0.00	
10	1	<b>SVS-E3S-DUO-B</b> Basic Software Support for Duo	0.00	0.00	
11	1000	<b>E3S-DUO-EDU-ESS-F</b> Security EA3.0-Duo Essentials for Education Faculty	26.59	26,590.00	
<b>Need more time to get important stuff done? Ask us about 490/551</b>			Subtotal	\$134,751.51	
			Handling	\$2.00	



Estimated Sales Tax (9.25%)	\$0.19
Professional Services	\$0.00
Shipping	\$0.00
Total	\$134,753.70

Company:  
**SANTA CRUZ CITY SCHOOLS**



**Proposal #31168**

Requested By:  
**Jon Morgan**  
Director of Technology

Description:  
**Cisco Security EA - 36-month term (Umbrella & DUO)**

**Proposal Notes**

CMAS Contract No.: 3-17-70-2686N

CMAS Contract Term: through April 4, 2026

Base GSA Schedule No.: GS-35F-0349S

**California Multiple Award Schedule (CMAS) Contract Number(s)**

Company:  
**SANTA CRUZ CITY SCHOOLS**

Requested By:  
**Jon Morgan**  
Director of Technology

Description:  
**Cisco Security EA - 36-month term (Umbrella & DUO)**



**Proposal #31168**

## About Sales Tax

Items sold by Development Group, Inc. ("DGI") and shipped to destinations in California are subject to sales tax.

If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time and invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged.

## About Product Returns

Consistent with the terms and conditions of the California Multiple Award Schedules (CMAS) General Provisions for Information Technology, you are required to provide written notice of rejection of products delivered or services performed within a reasonable time after receipt of such products or the performance of such services. Such notice of rejection is required to state the respect in which the products do not substantially conform to your specifications. If you do not provide such notice of rejection within FIFTEEN (15) days of delivery for purchases of Commercial Hardware or Commercial Software or THIRTY (30) days of delivery for all other purchases, such products and services will be deemed to have been accepted. Your acceptance will be final and irreversible, except as it relates to latent defects, fraud, or gross mistakes amounting to fraud.

## Company & Payment Information

### Mailing Address

Development Group, Inc.  
PO Box 991484  
Redding, CA 96099-1484

Phone: (530) 229-0071  
Fax: (530) 248-3415

### Payment Information

Development Group, Inc.  
32880 Collections Center Dr  
Chicago, IL 60693

Federal Tax ID: 26-3740919

Note: All wire transfers must be made in US Dollars

### Office Locations

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Wire Routing Transit Number (RTN): 026009593  
Bank Name: Bank of America  
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Routing Transit Number (RTN): 071000039  
Bank Name: Bank of America  
City, State: Chicago, IL  
Account Number: 8188065595  
Title of Account: DEVELOPMENT GROUP INC



**CSC Rep:** Maggie Cruz  
**Title:** Finance Manager  
**Phone:** 610-386-3573  
**Email:** [masexton@cisco.com](mailto:masexton@cisco.com)  
**Date:** 12/20/2023

**Financing Proposal**

**Prepared For:**

**Company:** Santa Cruz City Schools

Between business as usual and your business transformed, there's a bridge. Acquiring the Cisco technology that your institution needs has never been easier.

**Financing Costs Breakdown:** 3 Year

Hardware/Softcosts	134,753.70
Total Amount Financed	<u>\$134,754</u>

**Payment Structure Breakdown:**

<b>\$1out, Annual Payments</b>	
Payment Range	<b>1 thru 3</b>
Payment Amount	<u>44,917.90</u>

**General Terms and Conditions**

- 1) The pricing and payments contained above and within this proposal is valid for 30 days and exclude all applicable sales taxes.
- 2) This proposal is for discussion purposes only. All payments and financing options are subject to final credit review, equipment, software and services configuration, approval and documentation by CSCC. All Final terms and conditions will be specified in the definitive financing agreement entered into between CSCC and Customer.
- 3). The above payments are based on like term SWAP interest rates as published at the ICE Report Center daily update referencing USD Rates 1100 (<https://www.theice.com/marketdata/reports/180>) and is subject to adjustment by CSCC prior to the commencement date to retain CSCC's implicit financing rate. Any basis point change in the like term SWAP will result in a corresponding basis point adjustment to the implicit finance rate in the lease which will then result in an adjustment to the lease payment.
- 4) In California, loans offered by Cisco Systems Capital Corporation will be made or arranged in accordance with California Financing Law.

# Introducing Cisco Capital Financing

## Why Technology Financing?

We have an in-depth knowledge of how customers can optimize their technology investments. We are the bridge between managing the demands of evolving market dynamics and today's financial requirements — making it easier for you to access the right technology to enable your digital transformation.

## Why Finance with us?

Our primary purpose is to help our customers get the technology they need to digitally transform their business. We want to enable you to pay for your Cisco-led solutions in a seamless, flexible and affordable way. With a variety of offers and capabilities, we can almost always meet and exceed the unique requirements of your business.

### We are flexible.

Whether you need consumption models, pay-as-you-go, bundled payments or traditional models, Cisco Capital offers more payment options to drive your business outcomes. You can:

- Bundle your technology into one predictable payment
- Match expenses more closely with revenue with our flexible payment structures
- Manage your equipment lifecycle

### We are innovative.

We are constantly evolving with Cisco to provide new ways to enable you to consume technology and drive your business forward. We help you:  
Finance the total technology solution, including some third-party technology  
Stay current with all your technology needs

### We enable your business to be agile.

Our flexible payment options help you get the Cisco hardware, software, services and licenses you need quicker, so that you can adapt to market dynamics and exceed your desired business outcomes. You can:

- Accelerate your speed to market with flexible payment solutions
- Improve your ROI by matching your payments to when you see the benefit to your organization
- Have the technology and confidence you need to make faster decisions

**\*Terms and conditions may apply. Rates and availability vary by country.**



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**Americas Headquarters**  
Cisco Systems, Inc.  
San Jose, CA

**Asia Pacific Headquarters**  
Cisco Systems (USA) Pte. Ltd.  
Singapore

**Europe Headquarters**  
Cisco Systems International BV Amsterdam,  
The Netherlands

Cisco has more than 200 offices worldwide. Addresses, phone numbers, and fax numbers are listed on the Cisco Website at [www.cisco.com/go/offices](http://www.cisco.com/go/offices).

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## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Harbor High Marquee Repair

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the repairs of the Harbor High School marquee sign.

**BACKGROUND:**

This proposal is to replace the failing light-emitting diode (LED) street marquee display at Harbor High School with an ultra-high-resolution display and energy efficient LEDs. Additionally, the marquee's current operating system is Windows XP and is no longer supported. The provided quote of \$45,015.01 is for the replacement of both the LED marquee and the failed interior lighting. The updated marquee will be able to display text, detailed graphics, photos and videos. The display will connect to cloud technology with remote programming capabilities with appropriate online security credentials. Real-time messaging will improve the school's emergency responsiveness by providing safety information to parents, students and the community.

**FISCAL IMPACT:**

\$45,015.01 LCFF Base (Unrestricted)

This work is in direct support of the following District goals and their corresponding metrics:

- Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
- Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
- Goal #6: SCCS will maintain strong communication and partnership with its diverse community.





**Scoreboard Solutions Inc.**

4505 Spring St, La Mesa CA, 91941

**December 5, 2023**

'B/C-45' Lic#925069 1-877-55-DISPLAY O: 619-261-6471

To: Santa Cruz City School (SCCS), Santa Cruz, CA 95060

From: Daniel Farrell, Scoreboard Solutions Inc

Re: Maintenance Replacement of LEDs/Controls of Marquee at Harbor High School

**Background:** The LED Street Marquee at Harbor High School is a dated, low-resolution, single-color (Amber) LED display programmed via a dedicated computer in the school's office. The school's iconic sign and classic top-sign are in good physical condition but the top-sign's internal back-lighting no longer functions. Quote provided is to update *both*, the LED marquee with an Ultra-High-Resolution Display, and, failed Top Sign's interior lighting with modern energy efficient LEDs.

The updated LED display face will be capable of detailed text, highly detailed graphics, photos, and video. Controls will utilize modern internet 'Cloud' technology, programmable from virtually anywhere with proper online security credentials. The new high-resolution display will vastly improve the school's appearance and permit School/District Staff to provide real-time emergency messaging to parents and community alike, safely from off-site, during local and community emergencies. New energy efficient LED backlighting will ensure the site's classic top sign is visible at night and remain maintenance free for many years.

**Maintenance Replacement Details:**

- **Provide/Install U.S. Made/Supported LEDs w/'Cloud' (internet) Control**
- **Provide/Install Energy Efficient LED Top (Internal) Back Lighting**
- **Replacement LEDs to Utilize Existing Structure and Electrical Service**
- **New LED Marquee: 3'H x10W' Full Color, SMD LEDs @ 6mm Resolution**
- **'Cloud' Control"** via Cabled Ethernet, Local Wireless or T-Mobile Cellular Network
- **5 years cellular Included.** Cell Service renewable in 1-5yr increments after.
- **'36x' Improved Resolution: Old(24x80):1920 Pixels New(144x480):69,120 Pixels**
- **Max Electrical Properties @ 120vac: Power: 1,465 Watts Current: 12.21 Amps**
- **Warranty:** 5Yr Parts by Manufacturer
- **Install Includes:** Labor, Lifts, Removal/Install, Paint Materials, Electrical, Recycle Old, Sign+Post Prep/Repaint, Fab/Install Trim Metal/Finish to Factory New
- **Labor to meet California Prevailing Wage Requirements**

<b>Equipment:</b> New 3x10 @6mm LED Face, Controls, 5yrs Cell, LED acklighting	<b>\$ 24,865.00</b>
<b>Equipment Freight/Handling/Site Delivery for Install</b>	<b>\$ 1450.00</b>
<b>Removal/Install/Disposal/Recycling Old Display/Travel/Incidentals</b>	<b>\$ 14,350.00</b>
<b>Tax Equipment (\$24,865 (@ 9.25%)</b>	<b>\$ 2,300.01</b>
<b>Required Performance Bonding (per estimate)</b>	<b>\$ 2,050.00</b>
<b><i>Total Proposal As Outlined</i></b>	<b><u>\$ 45,015.01</u></b>

\*Communication with Local Cell Coverage, included for five years. Coverage renewable in 1-5 yr increments >5 years. \*\*Quote Does not include Engineering, Permits, DSA Inspections. \*\*\*Quote valid for 60 days from Date of Quote \*\*\*Current equipment ship date: 2-3 weeks

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Chromebook Purchase with Warranty

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve the purchase of new and replacement Chromebooks for students, with warranty for damages incurred outside of normal insurance coverage.

**BACKGROUND:**

The Information Technology (IT) department requests a batch of 614 new Chromebooks, as well as 4-year warranty coverage from Vivacity Tech for repairs and replacement of accidentally damaged laptops. The District's existing insurance coverage does not reimburse for damage to Chromebooks caused by normal wear and tear.

**FISCAL IMPACT:**

\$299,618.19 ESSER III (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access postsecondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.



Vivacity Tech PBC  
641 Fairview Ave N  
Suite #150  
Saint Paul MN 55104

**QUOTE INFO**

**Quote#** QUO3002719  
Expires: 12/7/2023

**Project Name**  
(615) HP 14 G7

**ACCOUNT INFO**

**Account#**  
70629

**Account Name**  
Santa Cruz City Schools

**PREPARED FOR**

**SALES REPRESENTATIVE**

**Jon Morgan**  
[jonmorgan@sccs.net](mailto:jonmorgan@sccs.net)

**Nick Ellison**  
[nellison@vivacitytech.com](mailto:nellison@vivacitytech.com)

SKU	PRODUCT	QTY	PRICE	TOTAL
3V262UT	HP Chromebook 14 G7 - Intel/8GB/32GB - Non-Touch - New	614	\$329.00	<b>\$202,006.00</b>
CROSSWDISEDUNEW	Chrome OS Education License	614	\$29.00	<b>\$17,806.00</b>
	4-Year Empower Plus Warranty (Non-Touch)			
	Vivacity Tech EMPOWER+ Warranty: Includes choice of Vivacity case (excludes backpacks) and Blue Light Blocking Screen Protector installed by Vivacity Tech technicians Available for Education-Grade Chromebooks			
VT4YR-EMPLUS-NT	Covers both manufacturer's defects and accidental damage Priority repair for all covered devices No deductibles, claim limits, or shipping charges Battery and power adapter replaced up to 10% of the covered fleet Theft and loss reimbursements are available with valid police report Self-Maintainer option available	614	\$85.00	<b>\$52,190.00</b>
SVC-SPI	Vivacity Tech Screen Protector Installation Service	614	\$0.00	<b>\$0.00</b>
VTPART-14BL-GS	Vivacity Tech Blue Light Blocking Tempered Glass Screen Protector for 14" Clamshell	614	\$0.00	<b>\$0.00</b>
FEE-EWST	Vivacity Tech CA E-Waste Fee	614	\$4.00	<b>\$2,456.00</b>
VT-DM-STR	Dream Asset Management Software, Starter Edition - Free Annual Subscription	1	\$0.00	<b>\$0.00</b>

**Notes:** Credit Card payments are subject to a 3% fee.

**Contract:** CMAS (3-20-70-3813A)

**Subtotal:** \$274,458.00

**Tax Total:** \$25,160.19

**Grand Total: \$299,618.19**

Vivacity Tech reserves the right to assign any order to our vendor Assignment of Funds programs. The programs are a beneficial way for Vivacity to accommodate to education or government end user orders. Please note that under these programs, the remittance address may change and additional paperwork may be required. Should this order be allocated to one of these programs, the Vivacity procurement team will follow-up further communication. We thank you in advance for your assistance in facilitating Vivacity's participation in these beneficial partnership programs. Pricing provided on Quotes expires on the expiration date stated on each Quote or while supplies last. If pricing is no longer accurate at the time of purchase your dedicated Account Manager will work with you to create an updated Quote. We're excited about this opportunity to work with you and your school district. If you have questions or concerns, please check with your dedicated Account Manager listed on this quote, or contact our Sales Team at (877) 731-2069 option 1 or [sales@vivacitytech.com](mailto:sales@vivacitytech.com). Vivacity Tech is the first Public Benefit Corporation to provide hardware technology to schools, as such we are required to give back a portion of our profits to schools for technology purposes. We believe we have a responsibility to ensure our nation's students succeed. Our efforts go beyond selling products and begin with our team forming long-lasting partnerships focused on schools' success.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Sierra School Equipment Co. Proposal for Gault Elementary School Furniture

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Sierra School Equipment Co. proposal for Gault Elementary School furniture.

**BACKGROUND:**

This proposal consists of the purchase and installation of classroom and cafeteria furniture for the new two-story building at Gault Elementary School.

**FISCAL IMPACT:**

\$109,047.98 Developer Fees (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



**SIERRA**  
SCHOOL EQUIPMENT CO.

## Proposal

**Sierra School Equipment Company**  
PO Box 80667  
Bakersfield, CA 93380-0667  
Phone: 661-399-2993  
Fax: 661-399-0218  
Email: sales@ssecinc.com  
www.ssecinc.com

Order Number	112218
Date	12/18/2023
Customer PO No	
Customer Name	Santa Cruz City Schools
Account Rep	Blake Barksdale
Project Number	
Terms	NET 30
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T Santa Cruz City Schools  
O 133 Mission St. Suite 100  
Santa Cruz, CA 95060






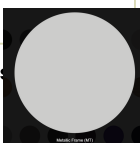
ATTN: A/P Tricia Hays  
Phone: 831.201.9602 direct  
Email: thayes@scs.net

S Gault Elementary School - C44SC  
H 1320 Seabright Ave  
I Santa Cruz, CA 95062  
P

T  
O ATTN: Tricia Hayes  
Phone: 831.201.9602  
Email: thayes@scs.net

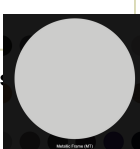
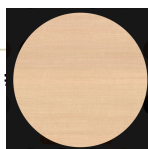
Pricing Per Arvin Piggyback Bid No. 2023-24-012

Pricing Includes Freight, Delivering Product to Site, Setting Product in Place in Classrooms, Trash Removal etc.

Line	Quantity	Description	Unit Price	Extended Amount
1	6.00 Each	Alumni Classroom Furniture, Inc ATD-2460-PC-HPL-P1-FX30-3"DWCA Accelerator Single Pedestal Teacher Desk 24" x 60" Bullnosed HPL Top: Vapour Strandz Edge: Gray Paint: Metallic Right Hand Locking Ped 3" Dual Wheel Locking Casters  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Edge Color: Gray</p>  </div> <div style="text-align: center;"> <p>Laminate Top: Vapour Strandz</p>  </div> <div style="text-align: center;"> <p>Frame Color: Metallic</p>  </div> </div>	1,042.00	6,252.00
2	6.00 Each	Office Master Inc YS72-KR23 Yes Series Task Chair Black Frame, Black Grade 1 Fabric KR23 Height Adjustable Arms Standard Casters  <div style="text-align: center;">  <p>Seat Fabric to be Black</p> </div>	326.00	1,956.00
3	8.00 Each	Alumni Classroom Furniture, Inc TN-INSP-2460-HPL-PC Inspire Rectangular Table 24x60" 1 1/8" High Pressure Laminate Top (HPL) Standard Leg Color: Metallic Adjustable Nylon Gild Laminate: Natural Maple Paint to be Metallic  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Top Color &amp; Edge Color Maple</p>  </div> <div style="text-align: center;"> <p>Frame/Leg Color Metallic</p>  </div> </div>	217.01	1,736.08



CA Contractor's License: Contractor's License 32471



501/551








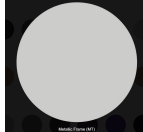



**SIERRA**  
SCHOOL EQUIPMENT CO.

## Proposal

**Sierra School Equipment Company**  
PO Box 80667  
Bakersfield, CA 93380-0667  
Phone: 661-399-2993  
Fax: 661-399-0218  
Email: sales@ssecinc.com  
www.ssecinc.com

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4	16.00 Each	Alumni Classroom Furniture, Inc TN-INSP-3060-HPL-PC Inspire Rectangular Table 30x60" 1 1/8" High Pressure Laminate Top (HPL) Standard Leg Color: Metallic Adjustable Nylon Glide Laminate: Natural Maple Paint to be Metallic	241.00	3,856.00
		<p>Top Color &amp; Edge Color Maple</p>  <p>Frame/Leg Color Metallic</p>  		
5	104.00 Each	Alumni Classroom Furniture, Inc C-EXPL-18-PC Explorer 4-Leg Chair - 18" Stacking Chair Standard: Marquis Nylon Swivel Glide Navy Shell Metallic Paint	50.00	5,200.00
		<p>Chair Shell Color Navy Blue</p>  <p>Frame/Leg Color Metallic</p>  		
6	104.00 Each	Alumni Classroom Furniture, Inc C-EXPL-16-PC Explorer 4-Leg Chair - 16" Stacking Chair Standard: Marquis Nylon Swivel Glide Navy Shell Metallic Paint	49.00	5,096.00
		<p>Chair Shell Color Navy Blue</p>  <p>Frame/Leg Color Metallic</p>  		
7	192.00 Each	Alumni Classroom Furniture, Inc DSQ-1824-PB-HP-PC-AD-MN Student Desk with Bookbox	108.00	20,736.00



## Proposal

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Top Color: Sugar Maple  
 Top Size: 18x24"  
 Powder Coat Frame Color: Metallic  
 22-30" Height Adjustable  
 Nylon Glides for VCT Floor

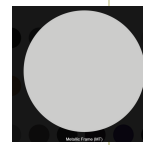
Bookbox Color:  
Graphite



Hard Plastic Top Color:  
Maple



Frame/Leg Color:  
Metallic



8	32.00 Each	<p>National Public Seating Corp 6218 Art Stool 7/8" O.D. 18-Gauge Steel Tubing Seat Is A Full 14" Diameter With 11½" Diameter Masonite Board Is Recessed Into The Pan With 8 Rivets And Will Not Chip Or Crack Foot Rings, 5/8 O.D. Are Welded To Each Leg By 4 Contact Points For Added Rigidity Tested by Bureau Veritas to support 500lbs static load capacity 10 Year Warranty</p> <p style="text-align: center;">Colors as shown</p>	52.00	1,664.00
9	1.00 Each	<p>LABOR Labor to Receive, Deliver, And Set in Place in Classrooms the above quoted furniture. Trash Removal Included as well.</p>	6,489.00	6,489.00



Order Sub-Total :	\$52,985.08
9.2500%-SANTA CRUZ-95062-2525-SANTA CRUZ :	\$4,901.12
<b>TOTAL ORDER :</b>	<b>\$57,886.20</b>

PLEASE REVIEW THIS QUOTATION AND NOTIFY US PROMPTLY OF ANY CORRECTIONS REQUIRED. THANK YOU FOR THE OPPORTUNITY TO BE OF SERVICE.  
**A FINANCE CHARGE OF 1-1/2% PER MONTH WHICH IS AN ANNUAL PERCENTAGE RATE OF 18% WILL BE CHARGED ON ACCOUNTS PAST DUE.**

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_



**Proposal**

**Sierra School Equipment Company**  
**PO Box 80667**  
**Bakersfield, CA 93380-0667**  
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**SIERRA SCHOOL EQUIPMENT COMPANY  
 TERMS AND CONDITIONS**

**Purchase and Sale**

- All prices quoted shall remain valid for 30 days. Acceptance of the Seller's written quotation shall be evidenced by delivery of Buyer's written confirmation or written purchase order incorporating all of the provisions of Seller's quotation and these Terms and Conditions.
- A deposit of at least 50% of the invoice price of all goods and services may be required as a condition of order. The Seller shall render its invoice for balance due upon delivery and installation of the goods. Partial deliveries are to be paid upon presentation of invoice covering each partial shipment.
- Prices are subject to applicable federal, state, and local taxes. Buyers who are exempt from taxes shall provide the seller with copies of exemption certificates upon acceptance of this proposal.
- Balance of the purchase price is due according to the terms stated on the Invoice. Any invoiced amounts that are not paid when due shall bear a monthly service charge of 1.5% of the overdue amount (or an annual rate of 18%) until paid in full.
- Sales tax is included on the proposal and will be updated at time of delivery.

**Delivery and Installation**

- If requested by Buyer, delivery and installation at the job site will be provided so long as the site provides safe access and is free of obstacles to the proper installation of goods. Should installation require electric current, heat, lighting, hoisting, and or elevator, service shall be furnished without charge to Seller. Buyer shall cause to be provided adequate facilities for off-loading, staging, moving and handling of merchandise. Permits and licenses are the responsibility of the Buyer.
- Delivery and installation shall be made Monday through Friday during normal working hours (8:00am – 5:00pm) unless otherwise specified. Additional labor costs resulting from overtime work performed at Buyer's request shall be paid for by Buyer.
- Delivery times are predicated on factory scheduling. Times are subject to factory delays, transit time, strikes, etc.
- It is assumed under this proposal, unless noted otherwise, that the customer's project site will be ready to immediately receive product. Unless noted and agreed to otherwise, the project site is to be free of other trades and/or existing furniture and equipment, with clear access to the area where furniture is to be installed. If furniture is to be installed above or below the ground floor, an operational elevator must be available for use. Stair carry must be communicated prior at the time of proposal, and if not will be an additional charge. All orders must be accepted by the customer for delivery within 30 calendar days of receipt of the product. Any delays beyond 30 calendar days will result in Storage Charges and a Partial Billing for an agreed upon percentage of the projects total cost to cover material costs. The Completes Billing will be issued once the product has been delivered and installed. Storage Charges will be charged at the rate of \$1.50 per square foot of space utilized. Any additional labor caused by delays, excess handling, special equipment and storage not the direct fault of Sierra School Equipment Company or the Manufacturers, will be charged back to the client. Charges for storage and excess handling will be included on the Final Billing.
- INSPECTION ACCEPTANCE:** Buyer agrees to complete an inspection of product upon receipt of product and inform immediately the Seller of any damage or product not conforming to the Purchase Order. Upon signing of the Delivery Receipt, the Buyer agrees that the product is in acceptable condition and completes the Purchase Order as requested.

**Cancellation and Change**

- Any modification to an accepted order must be mutually agreeable and are subject to the manufacturer's and Seller's approval. Changes must be made via revised purchase order, change order or signed and dated revised quotation.
- CONTRACT MERCHANDISE IS NOT RETURNABLE.** Stock merchandise may be accepted for return based on manufacturer's policy. Items accepted for return may be subject to a 25% (or factory scheduled restocking charge plus freight charges).
- If delivery or installation is delayed at the request of Buyer, payment shall be due upon the date Seller is prepared to make delivery or accomplish installation. Further, if delivery or installation is delayed at the request of Buyer, Buyer shall pay any storage fees and freight and handling charges incurred by the Seller or, if said goods are stored by Seller, Buyer shall pay a reasonable storage charge.

**Warranties and Claims**

- Unless otherwise specified, all furniture is warranted by Seller to be free from defects in materials and workmanship for the period of time each manufacturer provides on its product from date of delivery. Manufacturer's warranties will apply with any charge for labor at the prevailing rates. It is expressly agreed that this warranty is in place and in lieu of all warranties of fitness and merchantability.
- All claims for shortage, damages or mis-shipped merchandise must be made in writing within five (5) days after the receiving date. In case of drop shipments where product is delivered without installation, Buyer will be responsible to file necessary freight claims in the event of damage.

**Miscellaneous**

- If any part of these Terms and Conditions is held by a court or tribunal of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired in any way.
- This agreement and all the rights and obligations of the parties shall be governed by the laws of the State of California. If Seller retains an attorney to enforce its rights under this agreement, Buyer agrees to pay reasonable attorneys fees and court costs.
- The Seller retains a security interest in the merchandise until it is fully paid. Buyer assumes all risk of loss of delivered product and shall not be released from any obligations under this agreement due to product loss, damage, or disrepair following delivery and acceptance. Buyer will provide information necessary for preparation of and will execute one or more Financing Statements upon request of Seller.





# SIERRA

SCHOOL EQUIPMENT CO.

**Proposal**  
**Sierra School Equipment Company**  
 PO Box 80667  
 Bakersfield, CA 93380-0667  
 Phone: 661-399-2993  
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Order Number	112216
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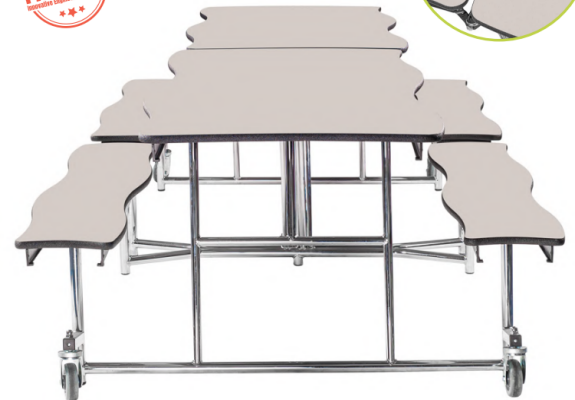
Pricing Includes Freight, Receiving Tables on Site, Offloading Tables and Setting Up in Cafeteria

T Santa Cruz City Schools O 133 Mission St. Suite 100 Santa Cruz, CA 95060  ATTN: A/P Tricia Hays Phone: 831.201.9602 direct Email: thayes@scs.net	S Gault Elementary School - C44SC H 1320 Seabright Ave I Santa Cruz, CA 95062 P  T ATTN: Tricia Hayes O Phone: 831.201.9602 Email: thayes@scs.net
--	--

Line	Quantity	Description	Unit Price	Extended Amount
1	14.00 Each	MSTB10-MDPECR Mobile Cafeteria Table 10' Swerve, MDF Core 29/17 Laminate:Cloud Nebula Edge Type: Protect Edge (Black) Frame Type: Chrome	3,345.00	46,830.00

## Swerve Table™

MSTB Series



**Features**



Casters Lift off Floor to Prevent Table from Moving When Opened



Tamper-Free, Non-Marring, Nylon Steel-Insert Glides and Tube Closures



Protect Edge Option Prevents Food from Being Trapped Between the Laminate and Edge.



Self-Leveling Automatic Down Lock Ensures Engagement Every Time Table Is Fully Opened

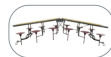


Table Locks Partially Open for Easy Floor Cleaning



No Need to Reach in! Storage Latch Release Handles on Both Sides of Table to Unlock. Locks Automatically When Folded



4" Double Ball Bearing Non-Marring Heavy-Duty Casters With 275 Lb. Weight Capacity Ea



"EasyLift" Torsion Bar System. One Person Can Easily Lift and Fold Table for Convenient Storage



14-Gauge Steel Framing



DESIGNED AND ASSEMBLED IN THE USA



UL CERTIFIED



CERTIFIED GREEN



15 YEAR WARRANTY



## Proposal

**Sierra School Equipment Company**  
**PO Box 80667**  
**Bakersfield, CA 93380-0667**  
**Phone: 661-399-2993**  
**Fax: 661-399-0218**  
**Email: sales@ssecinc.com**  
**www.ssecinc.com**

Order Number	112216
Date	12/11/2023
Customer PO No	
Customer Name	Santa Cruz City Schools
Account Rep	Blake Barksdale
Project Number	
Terms	NET 30
Page	2 of 3

	Order Sub-Total :	\$46,830.00
9.2500%-SANTA CRUZ-95062-2525-SANTA CRUZ :		\$4,331.78
	<b>TOTAL ORDER :</b>	<b>\$51,161.78</b>

PLEASE REVIEW THIS QUOTATION AND NOTIFY US PROMPTLY OF ANY CORRECTIONS REQUIRED. THANK YOU FOR THE OPPORTUNITY TO BE OF SERVICE.  
**A FINANCE CHARGE OF 1-1/2% PER MONTH WHICH IS AN ANNUAL PERCENTAGE RATE OF 18% WILL BE CHARGED ON ACCOUNTS PAST DUE.**

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_



**Proposal**

**Sierra School Equipment Company**  
**PO Box 80667**  
**Bakersfield, CA 93380-0667**  
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<b>Account Rep</b>	Blake Barksdale
<b>Project Number</b>	
<b>Terms</b>	NET 30
<b>Page</b>	3 of 3

**SIERRA SCHOOL EQUIPMENT COMPANY  
 TERMS AND CONDITIONS**

**Purchase and Sale**

- All prices quoted shall remain valid for 30 days. Acceptance of the Seller's written quotation shall be evidenced by delivery of Buyer's written confirmation or written purchase order incorporating all of the provisions of Seller's quotation and these Terms and Conditions.
- A deposit of at least 50% of the invoice price of all goods and services may be required as a condition of order. The Seller shall render its invoice for balance due upon delivery and installation of the goods. Partial deliveries are to be paid upon presentation of invoice covering each partial shipment.
- Prices are subject to applicable federal, state, and local taxes. Buyers who are exempt from taxes shall provide the seller with copies of exemption certificates upon acceptance of this proposal.
- Balance of the purchase price is due according to the terms stated on the Invoice. Any invoiced amounts that are not paid when due shall bear a monthly service charge of 1.5% of the overdue amount (or an annual rate of 18%) until paid in full.
- Sales tax is included on the proposal and will be updated at time of delivery.

**Delivery and Installation**

- If requested by Buyer, delivery and installation at the job site will be provided so long as the site provides safe access and is free of obstacles to the proper installation of goods. Should installation require electric current, heat, lighting, hoisting, and or elevator, service shall be furnished without charge to Seller. Buyer shall cause to be provided adequate facilities for off-loading, staging, moving and handling of merchandise. Permits and licenses are the responsibility of the Buyer.
- Delivery and installation shall be made Monday through Friday during normal working hours (8:00am – 5:00pm) unless otherwise specified. Additional labor costs resulting from overtime work performed at Buyer's request shall be paid for by Buyer.
- Delivery times are predicated on factory scheduling. Times are subject to factory delays, transit time, strikes, etc.
- It is assumed under this proposal, unless noted otherwise, that the customer's project site will be ready to immediately receive product. Unless noted and agreed to otherwise, the project site is to be free of other trades and/or existing furniture and equipment, with clear access to the area where furniture is to be installed. If furniture is to be installed above or below the ground floor, an operational elevator must be available for use. Stair carry must be communicated prior at the time of proposal, and if not will be an additional charge. All orders must be accepted by the customer for delivery within 30 calendar days of receipt of the product. Any delays beyond 30 calendar days will result in Storage Charges and a Partial Billing for an agreed upon percentage of the projects total cost to cover material costs. The Completes Billing will be issued once the product has been delivered and installed. Storage Charges will be charged at the rate of \$1.50 per square foot of space utilized. Any additional labor caused by delays, excess handling, special equipment and storage not the direct fault of Sierra School Equipment Company or the Manufacturers, will be charged back to the client. Charges for storage and excess handling will be included on the Final Billing.
- INSPECTION ACCEPTANCE: Buyer agrees to complete an inspection of product upon receipt of product and inform immediately the Seller of any damage or product not conforming to the Purchase Order. Upon signing of the Delivery Receipt, the Buyer agrees that the product is in acceptable condition and completes the Purchase Order as requested.

**Cancellation and Change**

- Any modification to an accepted order must be mutually agreeable and are subject to the manufacturer's and Seller's approval. Changes must be made via revised purchase order, change order or signed and dated revised quotation.
- CONTRACT MERCHANDISE IS NOT RETURNABLE. Stock merchandise may be accepted for return based on manufacturer's policy. Items accepted for return may be subject to a 25% (or factory scheduled restocking charge plus freight charges).
- If delivery or installation is delayed at the request of Buyer, payment shall be due upon the date Seller is prepared to make delivery or accomplish installation. Further, if delivery or installation is delayed at the request of Buyer, Buyer shall pay any storage fees and freight and handling charges incurred by the Seller or, if said goods are stored by Seller, Buyer shall pay a reasonable storage charge.

**Warranties and Claims**

- Unless otherwise specified, all furniture is warranted by Seller to be free from defects in materials and workmanship for the period of time each manufacturer provides on its product from date of delivery. Manufacturer's warranties will apply with any charge for labor at the prevailing rates. It is expressly agreed that this warranty is in place and in lieu of all warranties of fitness and merchantability.
- All claims for shortage, damages or mis-shipped merchandise must be made in writing within five (5) days after the receiving date. In case of drop shipments where product is delivered without installation, Buyer will be responsible to file necessary freight claims in the event of damage.

**Miscellaneous**

- If any part of these Terms and Conditions is held by a court or tribunal of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired in any way.
- This agreement and all the rights and obligations of the parties shall be governed by the laws of the State of California. If Seller retains an attorney to enforce its rights under this agreement, Buyer agrees to pay reasonable attorneys fees and court costs.
- The Seller retains a security interest in the merchandise until it is fully paid. Buyer assumes all risk of loss of delivered product and shall not be released from any obligations under this agreement due to product loss, damage, or disrepair following delivery and acceptance. Buyer will provide information necessary for preparation of and will execute one or more Financing Statements upon request of Seller.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Bosco Construction Services, Inc. Change Order #1 for DeLaveaga Elementary School Cold Storage

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Bosco Construction Services, Inc. change order #1 for DeLaveaga Elementary School cold storage.

**BACKGROUND:**

This change order consists of asbestos removal and sheetrock repair of the wall soffit behind the original cooler. This change order also includes electrical work to relocate the panel board whose previous location would have been covered by the new cooler due to a field adjustment necessary because of a hidden column behind the original cooler. The previously approved contract amount was \$335,000.00 and the new total contract, including this change order, will be \$391,839.14.

**FISCAL IMPACT:**

Change Order #1 \$56,839.14 (16.96% increase to the contract)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



# AIA Document G701<sup>®</sup> – 2017

## Change Order

**PROJECT:** (Name and address)  
2023-10 De Laveaga Cold Storage  
1145 Morrissey Blvd  
Santa Cruz, CA 95065

**CONTRACT INFORMATION:**  
Contract For: General Construction  
Date: September 18, 2023

**CHANGE ORDER INFORMATION:**  
Change Order Number: 001  
Date: 12/13/23

**OWNER:** (Name and address)  
Santa Cruz City Schools  
133 Mission St. Suite #100  
Santa Cruz, CA 95060

**ARCHITECT:** (Name and address)  
Peartree Belli Architects  
235 Monterey St. Suite B  
Salinas, CA 93901

**CONTRACTOR:** (Name and address)  
Bosco Construction Services Inc.  
1177 N. 15th St.  
San Jose, CA 95112

### THE CONTRACT IS CHANGED AS FOLLOWS:


(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

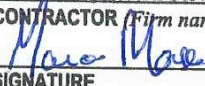
Please refer to attached documents

The original Contract Sum was	\$	335,000.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	335,000.00
The Contract Sum will be increased by this Change Order in the amount of	\$	56,839.14
The new Contract Sum including this Change Order will be	\$	391,839.14
The Contract Time will be unchanged		

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Peartree Belli Architects  
ARCHITECT (Firm name)  
  
SIGNATURE  
David Noel Peartree, President  
PRINTED NAME AND TITLE  
12/13/23  
DATE

Bosco Construction Services Inc.  
CONTRACTOR (Firm name)  
  
SIGNATURE  
Marcos Mora, Vice President  
PRINTED NAME AND TITLE  
12/13/2023  
DATE

Santa Cruz City Schools  
OWNER (Firm name)  
  
SIGNATURE  
  
PRINTED NAME AND TITLE  
  
DATE

PCO Log De Laveaga Cold Storage				
PCO Number	Description	Date	Amount	Action
#1	Abate asbestos containing sheetrock Wall/Soffit behind cooler area. Approximately 160sf	10/25/2023	\$6,731.20	Approved
#2	Provide and install all labor and materials for ASI #001	10/25/2023	\$27,651.36	Approved
#3	Patch, touch up and paint walls	10/27/2023	\$6,693.69	Approved
#4	Additional soffit demo and replacement	11/22/2023	\$15,762.89	Approved
Total Change Order			\$56,839.14	Approved



## PAINTING, CONSTRUCTION AND FACILITY MAINTENANCE

ATTENTION: Ismael Magana

PROJECT: DELAVEAGA COLD STORAGE

CUSTOMER: SANTA CRUZ CITY SCHOOLS

CHANGE ORDER: PCO #1

DATE: 10/25/23

Location: 1145 Morrissey Blvd, Santa Cruz

BOSCO CONSTRUCTION SERVICES, INC., WILL PROVIDE ALL MATERIALS AND LABOR REQUIRED AS PER THE SCOPE OF WORK FOR THE PROJECT MENTIONED ABOVE. THIS WORK WILL BE PERFORMED IN A PROFESSIONAL MANNER ACCORDING TO INDUSTRY STANDARDS.

**DESCRIPTION:**

Abate asbestos containing sheetrock Wall/Soffit behind cooler area. Approximately 160 SF

<b><u>A. MATERIAL (ATTACH ITEMIZED QUANTITY AND UNIT COST PLUS SALES TAX, INVOICES, RECEIPTS, TRUCK TAGS, ETC., FOR FORCE ACCOUNT WORK)</u></b>	<b><u>1826.00</u></b>	
<b><u>B. LABOR (ATTACH ITEMIZED HOURS AND RATES, DAILY LOGS, CERTIFIED PAYROLL, ETC.)</u></b>	\$2851.53	
<b><u>C. EQUIPMENT (ATTACH ANY INVOICES)</u></b>		
<b><u>D. SUBTOTAL</u></b>	<b><u>4678.43</u></b>	
<b><u>E. IF SUBCONTRACTOR PERFORMED WORK, ADD SUBCONTRACTOR'S OVERHEAD AND PROFIT TO PORTIONS PERFORMED BY SUBCONTRACTOR, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM D.</u></b>	<b><u>701.76</u></b>	
<b><u>F. LIABILITY AND PROPERTY DAMAGE INSURANCE, WORKER'S COMPENSATION INSURANCE, SOCIAL SECURITY, AND UNEMPLOYMENT TAXES, NOT TO EXCEED TWENTYFIVE PERCENT (25%) OF ITEM B.</u></b>	<b><u>\$950.51</u></b>	

<b><u>G. SUBTOTAL</u></b>	<b><u>\$6,330.70</u></b>	
<b><u>H. GENERAL CONTRACTOR'S OVERHEAD AND PROFIT, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM G; AND FOR WORK PERFORMED BY SUBCONTRACTORS, NOT TO EXCEED FIVE PERCENT (5%).</u></b>	<b><u>\$333.19</u></b>	
<b><u>I. SUBTOTAL</u></b>	<b><u>\$6663,89</u></b>	
<b><u>J. BOND NOT TO EXCEED ONE PERCENT (1%) OF ITEM I.</u></b>	<b><u>\$67.31</u></b>	
<b><u>K. TOTAL</u></b>	<b><u>\$6731.20</u></b>	

**INCLUSIONS:**

-PREVAILING WAGES RATE FOR SANTA CRUZ

**EXCLUSIONS:**

- PERMIT OR INSPECTION FEES.
- UNFORESEEN WORK/WORK NOT LISTED ABOVE IN THE DESCRIPTION.
- ENGINEERING.

**RESPONSIBILITIES OF CUSTOMER:**

- PROVIDE ACCESS TO ALL AREAS THAT REQUIRE INSTALLATION.
- REMIT PAYMENT UPON RECEIVING THE INVOICE.

*MARCOS MORA*

PROJECT MANAGER  
 BOSCO CONSTRUCTION SERVICES, INC.  
 CELL 408-396-3870

10/25/23

SIGN: 

DATE: 10/30/23

**Ismael Magaña Jr.**  
**Senior Project Manager**  
**Peartree+Belli Architects**

ALL QUOTED PRICING IS ONLY VALID FOR 30 DAYS AFTER ISSUANCE

1177 NORTH 15TH ST SAN JOSE CA, 95112 - 408.437.0337 CORPORATE OFFICE. 408.437.0339 FAX. 800.616.7626 CL#952978





11963-PCO-01

Coastwide Environmental Technologies, Inc.

**PCO # 1**

**Bosco Construction**

Job # None

Contract # Subcontract

Issue Date: 10/23/2023

To: Bosco Construction

Attn: Lee Branam

Fax:

Job/Project: Cold Storage at Delaveaga ES

Location: 1145 Morrissey Blvd Santa Cruz 95060

DESCRIPTION

Abate asbestos containing sheetrock wall/soffit behind cooler area. Appx. 160 sf.

Prepared by: Adam Peterson, Estimator

**Total Add: \$5,380.00**

\_\_\_\_\_  
Approved By (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please Print Name and Title

License # 523560 B, ASB, C-21, C-22 DOSH Registration # 058 SBE # 3174 Laborers Signatory

170 SECOND STREET, WATSONVILLE, CA 95076 (831) 761-5511 FAX (831) 761-5513



Labor & Supervision	Hours	Rate		Total Wages	Total Fringes	Total Wage & Fringe
		Wages	Fringes			
Asbestos Labor; ST	16	\$ 33.16	\$ 16.41	\$ 530.56	\$ 262.56	\$ 793.12
Asbestos Labor; OT	0	\$ 49.74	\$ 18.81	\$ -	\$ -	\$ -
Asbestos Labor; DT	0	\$ 66.32	\$ 21.20	\$ -	\$ -	\$ -
Asbestos Supervisor; ST	8	\$ 34.54	\$ 21.67	\$ 276.32	\$ 173.36	\$ 449.68
Asbestos Supervisor; OT	0	\$ 51.81	\$ 24.17	\$ -	\$ -	\$ -
Asbestos Supervisor; DT	0	\$ 69.08	\$ 26.66	\$ -	\$ -	\$ -
Demo & Lead Labor; ST	0	\$ 38.37	\$ 29.76	\$ -	\$ -	\$ -
Demo & Lead Labor; OT	0	\$ 57.56	\$ 32.51	\$ -	\$ -	\$ -
Demo & Lead Labor; DT	0	\$ 76.74	\$ 35.26	\$ -	\$ -	\$ -
Demo & Lead Supv; ST	0	\$ 41.05	\$ 29.76	\$ -	\$ -	\$ -
Demo & Lead Supv; OT	0	\$ 61.58	\$ 32.51	\$ -	\$ -	\$ -
Demo & Lead Supv; DT	0	\$ 82.10	\$ 35.26	\$ -	\$ -	\$ -
Public Prevailing Rates - Public bid advert. after 3/3/2023						
ASB/LEAD/MOLD Laborer; ST	0	\$ 41.25	\$ 39.80	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Laborer; OT	0	\$ 64.38	\$ 43.14	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Laborer; DT	0	\$ 85.00	\$ 46.12	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; ST	0	\$ 46.25	\$ 40.98	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; OT	0	\$ 70.37	\$ 45.11	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; DT	0	\$ 93.00	\$ 48.53	\$ -	\$ -	\$ -
Superintendent	1	\$ 90.00		\$ 90.00	\$ -	\$ 90.00
Project Manager	1	\$ 100.00		\$ 100.00	\$ -	\$ 100.00
<b>Sub-Total</b>	24			\$ 996.88	\$ 435.92	\$ 1,432.80
Workmans Comp	24	\$ 6.25				\$ 150.00
<b>Mobilization &amp; Transportation</b>						
Equipment Staging & Delivery	Hour	\$ 48.91	3	\$ 146.73		
Notification / Re-Notification OSHA	Ea	\$ 75.00	1	\$ 75.00		
Notification / Re-Notification AQMD	Ea		925	\$ 925.00		
DOP Testing	Ea	\$ 50.00	2	\$ 100.00		
Equipment Truck (7.5 ton) xx Mi R/T	Miles	\$ 1.10	20	\$ 22.00		
Concrete Service Truck	Miles	\$ 1.90		\$ -		
Dump Truck (12.5 Ton)	Miles	\$ 1.90		\$ -		
<b>Sub-Total (Mobilization &amp; Transportation)</b>				\$ 1,268.73		\$ 1,268.73
<b>Sub-Total Equipment (see Equipment &amp; Material Summary)</b>						\$ 461.90
<b>Sub-Total Materials (see Equipment &amp; Material Summary)</b>						\$ 240.00
<b>Sub-Total Subs &amp; Vendors (see Equipment &amp; Material Summary)</b>						\$ -
<b>Disposal</b>						
Waste Transport & Disposal (Regulated)	Bins	\$ 2,250	1	\$ 1,125.00		
Waste Transport & Disposal (Misc Haz)	Cu Yd	\$ 51.00		\$ -		
Waste Transport & Disposal (Const Debris)	Cu Yard	\$ 40.00		\$ -		
Waste Transport & Disposal (Concrete)	Cu Yard	\$ 65.00		\$ -		
Haz Waste Manifest (per load)	Ea	\$ 90.00		\$ -		
Waste Manifest (per load)	Ea	\$ 40.00		\$ -		
<b>Sub-Total (Disposal)</b>				\$ 1,125.00		\$ 1,125.00
<b>Total Costs</b>						\$ 4,678.43
OH & Profit			15%			\$ 701.76
Bonding			0%			\$ -
<b>Total T&amp;M Billing</b>						\$ 5,380.19

Base Wage & Benefits	Demo/Lead 7/1/2022			Asbestos 7/01/2022		
	Wages	Fringe & Tax	Total	Wages	Fringe & Tax	Total
Laborer, straight time	\$ 38.37	\$ 29.76	\$ 68.13	\$ 33.16	\$ 16.41	\$ 49.57
Laborer, over time	\$ 57.56	\$ 32.51	\$ 90.07	\$ 49.74	\$ 18.81	\$ 68.55
Laborer, double time	\$ 76.74	\$ 35.26	\$ 112.00	\$ 66.32	\$ 21.20	\$ 87.52
Supervisor, straight time	\$ 41.05	\$ 29.76	\$ 70.81	\$ 34.54	\$ 21.67	\$ 56.21
Supervisor, over time	\$ 61.58	\$ 32.51	\$ 94.09	\$ 51.81	\$ 24.17	\$ 75.98
Supervisor, double time	\$ 82.10	\$ 35.26	\$ 117.36	\$ 69.08	\$ 26.66	\$ 95.74



Equipment Materials

Equipment	Day Rate	# Units	Total \$ Extended
Abatement, airless sprayer	\$ 65.00		0 \$ -
Abatement, Decon Station	\$ 97.90	1	1 \$ 98
Abatement, HEPA grinder	\$ 78.00		0 \$ -
Abatement, HEPA Negative Air Scrubber	\$ 129.50	2	2 \$ 259
Abatement, HEPA Vac large	\$ 150.00		0 \$ -
Abatement, HEPA Vac small	\$ 75.00	1	1 \$ 75
Abatement, Manometer	\$ 30.00	1	1 \$ 30
Abatement, Personels Pump	\$ 28.00		0 \$ -
Air Compressor, diesel	\$ 269.00		0 \$ -
Air Cooler	\$ 30.00		0 \$ -
Concrete, electric heavy hammer	\$ 100.00		0 \$ -
Concrete, pneumatic rivet buster	\$ 150.00		0 \$ -
Concrete, flat saw, electric	\$ 250.00		0 \$ -
Concrete, flat saw, gas	\$ 200.00		0 \$ -
Concrete, wall saw	\$ 600.00		
Concrete, HF power supply	\$ 200.00		
Concrete, core drill	\$ 125.00		0 \$ -
Concrete, high speed cut off saw	\$ 150.00		0 \$ -
Concrete, ring saw	\$ 200.00		0 \$ -
Concrete, chain saw	\$ 350.00		0 \$ -
Concrete, slurry vac	\$ 85.00		0 \$ -
Electrical, 10 GA extension cords	\$ 10.65		0 \$ -
Electrical, 6 GA distribution cords	\$ 12.00		0 \$ -
Electrical, Power Box's	\$ 45.00		0 \$ -
Electrical, Diesel generator	\$ 300.00		0 \$ -
Floor, Buffer	\$ 59.00		0 \$ -
Floor, Scraper, ride on	\$ 750.00		0 \$ -
Heavy Eqpt, Excavator	\$ -		0 \$ -
Heavy Eqpt, Skid Steer (wet)	\$ 275.00		0 \$ -
Heavy Eqpt, skid steer grapple bucket only	\$ 120.00		0 \$ -
Heavy Eqpt, skid steer hammer only	\$ 150.00		
Heavy Eqpt	\$ -		
Lift, elec pallet jack	\$ 79.00		0 \$ -
Lift, reachlift and boom (Gradeall)	\$ 250.00		0 \$ -
Lift, scissors	\$ 150.00		0 \$ -
Lift, fork truck	\$ 150.00		0 \$ -
Lights, work	\$ 25.00		0 \$ -
PPE, Fall Protection System	\$ 35.00		0 \$ -
PPE, Respirator, PAPR	\$ 35.00		0 \$ -
Washer, pressure	\$ 50.00		0 \$ -
Scaffold, portable	\$ 88.00		0 \$ -
Tools, hand (scrapers, sledges, pry)	\$ 24.90		0 \$ -
Tools, power, hand	\$ 25.00		0 \$ -
Truck, 10 wheel roll off	\$ 462.00		0 \$ -
Truck, 6 wheel dump	\$ 344.00		0 \$ -
Truck, 7 ton box van	\$ 150.00		0 \$ -
Truck, Concrete Service	\$ 350.00		0 \$ -
x rental	\$ -		0 \$ -
<b>Sub Total Equipment</b>			<b>\$ 462</b>
<b>Consumables</b>	U/M		
Chemical, Anabec mold agent 5G	\$ 205.00		0 \$ -
Chemical, Encapsulating Agent, 5G	\$ 60.00		0 \$ -
Chemical, Mastic Remover 5G	\$ 105.00		0 \$ -
Chemical, Paint Stripper 5G	\$ 120.00		0 \$ -
Container, Steel Drum, DOT	Ea \$ 65.00		0 \$ -
Container, supersack, 1 Yd	Ea \$ 30.00		0 \$ -
Filter, negative air, pre-filter	Ea \$ 25.00		0 \$ -
PPE, disposable (2 per MD)	Ea \$ 40.00	6	6 \$ 240
Plastic, bags 6 mil roll	Ea \$ 105.00		0 \$ -
Plastic, 6 mil Sheeting	Box \$ 60.00		0 \$ -
Plastic, flex duct	Box \$ 55.00		0 \$ -
Plastic, Glove Bags, ea	Ea \$ 40.00		0 \$ -
Plastic, 6 mil flame resist	Box \$ 165.00		0 \$ -
Plastic, tape (24/box)	Ea \$ 14.00		0 \$ -
Plastic, glue (12/Box)	Ea \$ 8.00		0 \$ -
Tooling, diamond cup wheels 5"	Ea \$ 325.00		0 \$ -
Tooling, diamond cup wheels 7"	Ea \$ 407.00		0 \$ -
Tooling, ring saw blade	Ea \$ 490.00		0 \$ -
Tooling, cut off saw blade	Ea \$ 210.00		0 \$ -
Tooling, concrete chain	Ea \$ 975.00		0 \$ -
Tooling, diamond blades, small	Ea \$ 40.00		0 \$ -
Tooling, flatsaw diamond blade	Ea \$ 800.00		0 \$ -
Tooling, core drill	Ea \$ 400.00		0 \$ -
Tooling, cutting blades	Ea \$ 26.00		0 \$ -
Tooling, scraper blades	Ea \$ 7.00		0 \$ -
Filters & Hoses	Ea \$ 10.00		0 \$ -
x	Ea		0 \$ -
Anchors, concrete	Box \$ 70.25		0 \$ -
x	Ea		0 \$ -
x	Ea		0 \$ -
<b>Sub Total Consumables</b>			<b>\$ 240</b>
<b>Subs and Special Material</b>			
Hotel & Per Diem	\$ 110.00		0 \$ -
Sub			0 \$ -
x	\$ -		0 \$ -
<b>Sub Total Subs and Special Mtl</b>			<b>\$ -</b>



ATTENTION: Joseph Napdo

PROJECT: DELAVEGA COLD STORAGE UNIT

CUSTOMER: SANTA CRUZ CITY SCHOOLS

CHANGE ORDER: PCO#2

DATE: 12/25/23

Location: 1145 Morrissey Blvd, Santa Cruz, Ca

BOSCO CONSTRUCTION SERVICES, INC., WILL PROVIDE ALL MATERIALS AND LABOR REQUIRED AS PER THE SCOPE OF WORK FOR THE PROJECT MENTIONED ABOVE. THIS WORK WILL BE PERFORMED IN A PROFESSIONAL MANNER ACCORDING TO INDUSTRY STANDARDS.

**DESCRIPTION:**

Provide and install all labor and materials for ASI#001 as described in the ASI sheets.

<b><u>SEPARATION OF GC AND SUB</u></b>	<b><u>Bosco</u></b>	<b><u>PSR</u></b>
<b><u>A. MATERIAL (ATTACH ITEMIZED QUANTITY AND UNIT COST PLUS SALES TAX, INVOICES, RECEIPTS, TRUCK TAGS, ETC., FOR FORCE ACCOUNT WORK)</u></b>	\$412	PANEL EMF \$3,500 SQUAK D BREAKER \$1,500 WIRE \$1,599 CONDUIT AND FITTING: \$850  <b>\$7,449</b>
<b><u>B. LABOR (ATTACH ITEMIZED HOURS AND RATES, DAILY LOGS, CERTIFIED PAYROLL, ETC.)</u></b>	\$1,898.67	JOURNEY 80 Hrs \$7,728 APPRENTICE 80 Hr \$4,600  <b>\$12,328</b>
<b><u>C. EQUIPMENT (ATTACH ANY INVOICES)</u></b>	\$150	
<b><u>D. SUBTOTAL</u></b>	\$2,460.67	
<b><u>E. IF SUBCONTRACTOR PERFORMED WORK, ADD SUBCONTRACTOR'S OVERHEAD AND PROFIT TO PORTIONS PERFORMED BY SUBCONTRACTOR, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM D.</u></b>	N/A	<b>\$19,777</b>
<b><u>F. LIABILITY AND PROPERTY DAMAGE INSURANCE, WORKER'S</u></b>	\$474.67	<b>\$3,082</b>

<u>COMPENSATION INSURANCE, SOCIAL SECURITY, AND UNEMPLOYMENT TAXES, NOT TO EXCEED TWENTYFIVE PERCENT (25%) OF ITEM B.</u>		
<u>G. SUBTOTAL</u>	\$2,935.33	\$22,859
<u>H. GENERAL CONTRACTOR'S OVERHEAD AND PROFIT, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM G; AND FOR WORK PERFORMED BY SUBCONTRACTORS, NOT TO EXCEED FIVE PERCENT (5%).</u>	\$440.30	\$1,142.95
<u>I. SUBTOTAL</u>	\$3,375.63	\$24,001.95
<u>J. BOND NOT TO EXCEED ONE PERCENT (1%) OF ITEM I.</u>	\$33.76	\$240.02
<u>K. TOTAL</u>	\$3,409.39	\$24,241.97

**TOTAL PRICE:** \$27,651.36

**INCLUSIONS:**

-PREVAILING WAGES RATE FOR SANTA CRUZ

**EXCLUSIONS:**

- PERMIT OR INSPECTION FEES.
- UNFORESEEN WORK/WORK NOT LISTED ABOVE IN THE DESCRIPTION.
- ENGINEERING.

**RESPONSIBILITIES OF CUSTOMER:**

- PROVIDE ACCESS TO ALL AREAS THAT REQUIRE INSTALLATION.
- REMIT PAYMENT UPON RECEIVING THE INVOICE.

**MARCOS MORA**

PROJECT MANAGER  
 BOSCO CONSTRUCTION SERVICES, INC.  
 CELL 408-396-3870

10/25/23

SIGN: 

DATE: 11/21/2023

ALL QUOTED PRICING IS ONLY VALID FOR 30 DAYS AFTER ISSUANCE

1177 NORTH 15TH St SAN JOSE CA, 95112 - 408.437.0337 CORPORATE OFFICE. 408.437.0339 FAX. 800.616.7626 CL#952978

	Breakdown
Total	\$2,460.67
25% Insurances	\$474.67
Subtotal	\$2,935.33
15% O&P	\$440.30
Subtotal	\$3,375.63
1% Bonds	\$33.76
Subtotal	\$3,409.39

Class	Guys	Days	Hours	Cost
Roofers	2	1	16	\$1,898.67
			0	\$0.00
			0	\$0.00
			0	\$0.00
			0	\$0.00
			0	\$0.00
			16	\$1,898.67

Class	Rate	Burden
Roofers	\$89.00	\$118.67
		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00

Materials	Quantity	Cost/Price	Total
Fuel Surcharge	16	7	112
Materials	1	300	300
			0
			0
			0
			0
			0

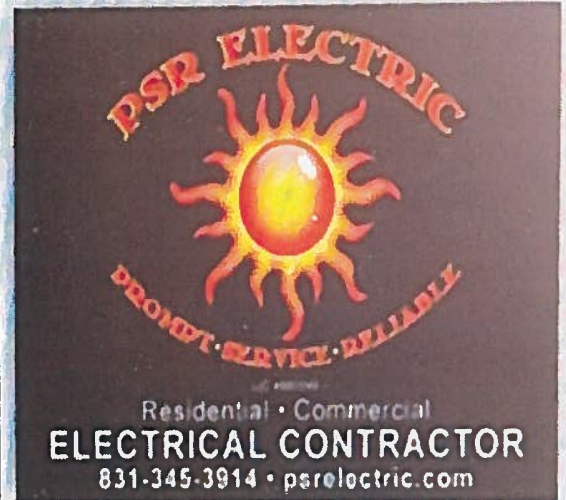
Sub Pricing	Total
	\$0.00

Equipment	Days/Miles	Rate	Total
1 Ton Truck	1	150	\$150.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

## PROPSAL

**PSR Electric, Electrical Contractor**  
Certified General Journeyman Electricians  
Bonded and Insured  
License number: 880548  
PUBLIC WORKS CONTRACTORS REGISTRATION  
#1000010224  
**"PROMPT SERVICE THAT'S RELIABLE"**  
3011 OLD SAN JOSE RD, SOQUEL CA 95065  
Phone: 831-345-3914 Fax: 831-479-9034  
E-mail: [psrelectric@comcast.net](mailto:psrelectric@comcast.net)

PROJECT: DLV COLD STORAGE PROJECT  
DATE: 10/23/'23  
BOSCO CONSTRUCTION



### ASI #001

PROVIDE AND INSTALL ALL LABOR AND MATERIALS FOR THE ASI #001, AS DESCRIBE ON ASI 1/ E1.1, ASI 1/E3.1.

INCLUDES ALL REQUIRE CONDUIT, WIRE, NEW BREAKER 100AMPS AT EXISTING DP "D", NEW PANELBOARD EMF, REMOVE EXITING FEEDERS FROM TRANSFER SWITCH, CONNECT NEW FEEDERS

PROPOSAL COST ASI #1 \$19,777.00

EXCLUSIONS: PERMITS, PERMITS FEES, CUTTING/OPENING WALLS, PATCHING, PAINTING, ROOF PENETRATIONS REPAIRS, ROOF JACKS, CARPENTRY.





PAINTING, CONSTRUCTION AND FACILITY MAINTENANCE

ATTENTION: Ismael Magana  
 PROJECT: DELAVEGA COLD STORAGE UNIT  
 CUSTOMER: SANTA CRUZ CITY SCHOOLS  
 CHANGE ORDER: PCO#2  
 DATE: 12/25/23

Location: 1145 Morrissey Blvd, Santa Cruz, Ca

BOSCO CONSTRUCTION SERVICES, INC., WILL PROVIDE ALL MATERIALS AND LABOR REQUIRED AS PER THE SCOPE OF WORK FOR THE PROJECT MENTIONED ABOVE. THIS WORK WILL BE PERFORMED IN A PROFESSIONAL MANNER ACCORDING TO INDUSTRY STANDARDS.

**DESCRIPTION:**

Provide and install all labor and materials for ASI#001 as described in the ASI sheets.

<p><b>A. MATERIAL (ATTACH ITEMIZED QUANTITY AND UNIT COST PLUS SALES TAX, INVOICES, RECEIPTS, TRUCK TAGS, ETC., FOR FORCE ACCOUNT WORK)</b></p>	<p>Panel EM F \$ 3,500                  Squar Breaker \$ 1,500                  WIRE \$ 1,599                  CONDUIT FITTINGS \$ 850</p>	<p>SUB                  TOTAL: \$ 7,449.00</p>
<p><b>B. LABOR (ATTACH ITEMIZED HOURS AND RATES, DAILY LOGS, CERTIFIED PAYROLL, ETC.)</b></p>	<p>LABOR:                  Journey 80 hrs \$ 7,728                  Apprent. 80 hrs \$ 4,600</p>	<p>SUB                  TOTAL \$ 12,328.00</p>
<p><b>C. EQUIPMENT (ATTACH ANY INVOICES)</b></p>		
<p><b>D. SUBTOTAL</b></p>	<p>NOTE: PROPOSAL IS A LUMP SUM. NOT A TIME &amp; MATERIALS</p>	<p>\$ 19,777</p>
<p><b>E. IF SUBCONTRACTOR PERFORMED WORK, ADD SUBCONTRACTOR'S OVERHEAD AND PROFIT TO PORTIONS PERFORMED BY SUBCONTRACTOR, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM D.</b></p>		
<p><b>F. LIABILITY AND PROPERTY DAMAGE INSURANCE, WORKER'S COMPENSATION INSURANCE, SOCIAL SECURITY, AND UNEMPLOYMENT TAXES, NOT TO EXCEED TWENTYFIVE PERCENT (25%) OF ITEM B.</b></p>		
<p><b>G. SUBTOTAL</b></p>		



## PAINTING, CONSTRUCTION AND FACILITY MAINTENANCE

ATTENTION: Joseph Napdo

PROJECT: DELAVEGA COLD STORAGE UNIT

CUSTOMER: SANTA CRUZ CITY SCHOOLS

PCO#: #3 ~~PRESSURE WASHING~~ PATCHING AND PAINTING

DATE: 12/12/23

Location: 1145 Morrissey Blvd, Santa Cruz, Ca

BOSCO CONSTRUCTION SERVICES, INC., WILL PROVIDE ALL MATERIALS AND LABOR REQUIRED AS PER THE SCOPE OF WORK FOR THE PROJECT MENTIONED ABOVE. THIS WORK WILL BE PERFORMED IN A PROFESSIONAL MANNER ACCORDING TO INDUSTRY STANDARDS.

### DESCRIPTION:

PATCH, TOUCH UP, AND PAINT WALLS.

<u>A. MATERIAL (ATTACH ITEMIZED QUANTITY AND UNIT COST PLUS SALES TAX, INVOICES, RECEIPTS, TRUCK TAGS, ETC., FOR FORCE ACCOUNT WORK)</u>	\$775	
<u>B. LABOR (ATTACH ITEMIZED HOURS AND RATES, DAILY LOGS, CERTIFIED PAYROLL, ETC.)</u>	\$3,942.86	
<u>C. EQUIPMENT (ATTACH ANY INVOICES)</u>	\$59.40	
<u>D. SUBTOTAL</u>	\$4,777.26	
<u>E. IF SUBCONTRACTOR PERFORMED WORK, ADD SUBCONTRACTOR'S OVERHEAD AND PROFIT TO PORTIONS PERFORMED BY SUBCONTRACTOR, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM D.</u>	<u>N/A</u>	
<u>F. LIABILITY AND PROPERTY DAMAGE INSURANCE, WORKER'S COMPENSATION INSURANCE, SOCIAL SECURITY, AND UNEMPLOYMENT TAXES, NOT TO EXCEED TWENTYFIVE PERCENT (25%) OF ITEM B.</u>	\$985.71	

<b><u>G. SUBTOTAL</u></b>	\$5,762.97 ✓	
<b><u>H. GENERAL CONTRACTOR'S OVERHEAD AND PROFIT, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM G; AND FOR WORK PERFORMED BY SUBCONTRACTORS, NOT TO EXCEED FIVE PERCENT (5%).</u></b>	\$864.45	
<b><u>I. SUBTOTAL</u></b>	\$6627.42 ✓	
<b><u>J. BOND NOT TO EXCEED ONE PERCENT (1%) OF ITEM I.</u></b>	\$66.27	
<b><u>K. TOTAL</u></b>	\$6,693.69 ✓	

**INCLUSIONS:**

-PREVAILING WAGES RATE FOR SANTA CRUZ

**EXCLUSIONS:**


- PERMIT OR INSPECTION FEES.
- UNFORESEEN WORK/WORK NOT LISTED ABOVE IN THE DESCRIPTION.
- ENGINEERING.

**RESPONSIBILITIES OF CUSTOMER:**

- PROVIDE ACCESS TO ALL AREAS THAT REQUIRE INSTALLATION.
- REMIT PAYMENT UPON RECEIVING THE INVOICE.

**MARCOS MORA**

PROJECT MANAGER  
 BOSCO CONSTRUCTION SERVICES, INC.  
 CELL 408-396-3870

12/12/23  
  
 SIGN: \_\_\_\_\_  
 DATE: 12/12/23

ALL QUOTED PRICING IS ONLY VALID FOR 30 DAYS AFTER ISSUANCE

1177 NORTH 15TH ST SAN JOSE CA, 95112 - 408.437.0337 CORPORATE OFFICE. 408.437.0339 FAX. 800.616.7626 CL#952978

		Breakdown							
	Total	\$4,777.26							
	25% Insurances	\$985.71							
	Subtotal	\$5,762.97							
	15% O&P	\$864.45							
	Subtotal	\$6,627.42							
	1% Bonds	\$66.27							
	Subtotal	\$6,693.69							
Class	Gyvs	Days	Hours	Rate	Cost	Class	Rate	Burden	
Superintendent	1	2	16	\$92.44	\$1,257.14	Superintendednt	\$55.00	\$78.57	
Patchers	1	1	8	\$142.86	\$971.43	Patching	\$85.00	\$121.43	
Painters	2	1	16	\$126.05	\$1,714.29	Painter	\$75.00	\$107.14	
			0	\$0.00	\$0.00			\$0.00	
			0	\$0.00	\$0.00			\$0.00	
			40		\$3,942.86				
Materials	Quantity	Cost/Price	Total	Sub Pricing					Total
Fuel Surcharge	40	5	200	\$775.00					
Sundries	1	200	200						
Paint	5	75	375						
			0						
			0				\$0.00		
			0						
Equipment	Days/Miles	Rate	Total						
1 ton truck	54	1.1	\$59.40						
			\$0.00						
			\$0.00						
			\$0.00						
			\$0.00						



## PAINTING, CONSTRUCTION AND FACILITY MAINTENANCE

ATTENTION: Joseph Napdo

PROJECT: DELAVEAGA COLD STORAGE

CUSTOMER: SANTA CRUZ CITY SCHOOL DISTRICT

PCO: #4 OPTION 2 ADDITIONAL SOFFIT DEMO AND REPLACEMENT

DATE: 11/13/23

Location: 1145 Morrissey Blvd, Santa Cruz

BOSCO CONSTRUCTION SERVICES, INC., WILL PROVIDE ALL MATERIALS AND LABOR REQUIRED AS PER THE SCOPE OF WORK FOR THE PROJECT MENTIONED ABOVE. THIS WORK WILL BE PERFORMED IN A PROFESSIONAL MANNER ACCORDING TO INDUSTRY STANDARDS.

### DESCRIPTION:

Boscos Scope of work:

Abatement of the remaining soffit. Additional framing, sheetrock, and tape. Bosco proposes to use FRP to cut the labor cost of Mud, texture, and paint—repair of the wall adjacent to the electrical panel where a junction box exists.

<u>SEPARATION OF GC AND SUB WORK</u>	<u>Bosco</u>	<u>COASTWIDE</u>
<u>A. MATERIAL (ATTACH ITEMIZED QUANTITY AND UNIT COST PLUS SALES TAX, INVOICES, RECEIPTS, TRUCK TAGS, ETC., FOR FORCE ACCOUNT WORK)</u>	\$728	\$225
<u>B. LABOR (ATTACH ITEMIZED HOURS AND RATES, DAILY LOGS, CERTIFIED PAYROLL, ETC.)</u>	\$7,702.86	\$1,487.80
<u>C. EQUIPMENT (ATTACH ANY INVOICES)</u>	\$650	\$2,074.22
<u>D. SUBTOTAL</u>	\$9,080.86	\$3787.02
<u>E. IF SUBCONTRACTOR PERFORMED WORK, ADD SUBCONTRACTOR'S OVERHEAD AND PROFIT TO PORTIONS PERFORMED BY SUBCONTRACTOR, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM D.</u>	<u>N/A</u>	\$568.05
<u>F. LIABILITY AND PROPERTY DAMAGE INSURANCE, WORKER'S</u>	\$1,925.71	\$371.95

<u>COMPENSATION INSURANCE, SOCIAL SECURITY, AND UNEMPLOYMENT TAXES, NOT TO EXCEED TWENTYFIVE PERCENT (25%) OF ITEM B.</u>		
<u>G. SUBTOTAL</u>	\$11,006.57	\$4,727.02
<u>H. GENERAL CONTRACTOR'S OVERHEAD AND PROFIT, NOT TO EXCEED FIFTEEN PERCENT (15%) OF ITEM G; AND FOR WORK PERFORMED BY SUBCONTRACTORS, NOT TO EXCEED FIVE PERCENT (5%).</u>	\$1,650.99	\$236.35
<u>I. SUBTOTAL</u>	\$12,657.56	\$4963.37
<u>J. BOND NOT TO EXCEED ONE PERCENT (1%) OF ITEM I.</u>	\$126.58	\$49.63
<u>K. SUB TOTAL</u>	\$12,784.13	\$5013.00
<u>L. SCOPE CREDIT</u>	-\$2,034.24	
<u>M. TOTAL</u>	\$10,749.89	

**TOTAL PRICE:** \$15,762.89

**INCLUSIONS:**

-PREVAILING WAGES RATE FOR SANTA CRUZ

**EXCLUSIONS:**

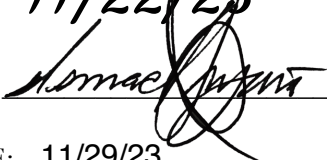
- PERMIT OR INSPECTION FEES.
- UNFORESEEN WORK/WORK NOT LISTED ABOVE IN THE DESCRIPTION.
- ENGINEERING.

**RESPONSIBILITIES OF CUSTOMER:**

- PROVIDE ACCESS TO ALL AREAS THAT REQUIRE INSTALLATION.
- REMIT PAYMENT UPON RECEIVING THE INVOICE.

**MARCOS MORA**

PROJECT MANAGER  
 BOSCO CONSTRUCTION SERVICES, INC.  
 CELL 408-396-3870

11/22/23  
 SIGN:   
 DATE: 11/29/23

ALL QUOTED PRICING IS ONLY VALID FOR 30 DAYS AFTER ISSUANCE

1177 NORTH 15TH St SAN JOSE CA, 95112 - 408.437.0337 CORPORATE OFFICE. 408.437.0339 FAX. 800.616.7626 CL#952978

Total	Breakdown	\$9,080.86
25% Insurances		\$1,925.71
Subtotal		\$11,006.57
15% O&P		\$1,650.99
Subtotal		\$12,657.56
1% Bonds		\$126.58
Subtotal		\$12,784.13
Credit		\$2,034.24
Sub Total		\$10,749.89

Class	Guys	Days	Hours	Cost
Sofft Frame	2	1	16	\$2,171.43
Sofft Sheet rock	2	1	16	\$1,942.86
FRP	1	1	8	\$1,017.14
T Bar modifficati	2	1	16	\$1,714.29
Supervission	1	1	8	\$857.14
			0	\$0.00
			64	\$7,702.86

Class	Rate	Burden
Carpenter	\$95.00	\$135.71
Sheet rock	\$85.00	\$121.43
Texture	\$89.00	\$127.14
Painter	\$75.00	\$107.14
Tbar	\$75.00	\$107.14
Superintendent	\$55.00	\$73.33

Materials	Quantity	Cost/Price	Total
Fuel Surcharge	64	7	448
Sheetrock	4	25	100
Tape	2	15	30
FRP	3	50	150
			0
			0
			0

Equipment	Days/Miles	Rate	Total
1 ton truck(supe	2	150	\$300.00
1/2 ton truck (for	2	125	\$250.00
Scarfolding	4	25	\$100.00
			\$0.00
			\$0.00

Base Scope Credit	2	1	16	\$127.14	\$2,034.24
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11963-PCO-02

Coastwide Environmental Technologies, Inc.

**PCO # 2**

**Bosco Construction**

Job # None

Contract # Subcontract

Issue Date: 11/6/2023

To: Bosco Construction

Attn: Marcos

Fax:

Job/Project: Cold Storage at Delaveaga ES

Location: 1145 Morrissey Blvd Santa Cruz 95060

DESCRIPTION

Abate appx 95 sf of sheetrock.

Prepared by: Adam Peterson, Estimator

**Total Add: \$4,355.00**

\_\_\_\_\_  
Approved By (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please Print Name and Title

License # 523560 B, ASB, C-21, C-22 DOSH Registration # 058 SBE # 3174 Laborers Signatory

170 SECOND STREET, WATSONVILLE, CA 95076 (831) 761-5511 FAX (831) 761-5513



Labor & Supervision	Hours	Rate		Total Wages	Total Fringes	Total Wage & Fringe
		Wages	Fringes			
Asbestos Labor; ST	16	\$ 33.16	\$ 16.41	\$ 530.56	\$ 262.56	\$ 793.12
Asbestos Labor; OT	0	\$ 49.74	\$ 18.81	\$ -	\$ -	\$ -
Asbestos Labor; DT	0	\$ 66.32	\$ 21.20	\$ -	\$ -	\$ -
Asbestos Supervisor; ST	8	\$ 34.54	\$ 21.67	\$ 276.32	\$ 173.36	\$ 449.68
Asbestos Supervisor; OT	0	\$ 51.81	\$ 24.17	\$ -	\$ -	\$ -
Asbestos Supervisor; DT	0	\$ 69.08	\$ 26.66	\$ -	\$ -	\$ -
Demo & Lead Labor; ST	0	\$ 38.37	\$ 29.76	\$ -	\$ -	\$ -
Demo & Lead Labor; OT	0	\$ 57.56	\$ 32.51	\$ -	\$ -	\$ -
Demo & Lead Labor; DT	0	\$ 76.74	\$ 35.26	\$ -	\$ -	\$ -
Demo & Lead Supv; ST	0	\$ 41.05	\$ 29.76	\$ -	\$ -	\$ -
Demo & Lead Supv; OT	0	\$ 61.58	\$ 32.51	\$ -	\$ -	\$ -
Demo & Lead Supv; DT	0	\$ 82.10	\$ 35.26	\$ -	\$ -	\$ -
Public Prevailing Rates - Public bid advert. after 3/3/2023						
ASB/LEAD/MOLD Laborer; ST	0	\$ 41.25	\$ 39.80	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Laborer; OT	0	\$ 64.38	\$ 43.14	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Laborer; DT	0	\$ 85.00	\$ 46.12	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; ST	0	\$ 46.25	\$ 40.98	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; OT	0	\$ 70.37	\$ 45.11	\$ -	\$ -	\$ -
ASB/LEAD/MOLD Supervisor; DT	0	\$ 93.00	\$ 48.53	\$ -	\$ -	\$ -
Superintendent	0.5	\$ 90.00		\$ 45.00	\$ -	\$ 45.00
Project Manager	0.5	\$ 100.00		\$ 50.00	\$ -	\$ 50.00
<b>Sub-Total</b>	24			\$ 901.88	\$ 435.92	\$ 1,337.80
Workmans Comp	24	\$ 6.25				\$ 150.00
<b>Mobilization &amp; Transportation</b>						
Equipment Staging & Delivery	Hour	\$ 48.91	2	\$ 97.82		
Notification / Re-Notification OSHA	Ea	\$ 75.00	1	\$ 75.00		
Notification / Re-Notification AQMD	Ea	\$ 925.00	1	\$ 925.00		
DOP Testing	Ea	\$ 50.00	1	\$ 50.00		
Equipment Truck (7.5 ton) xx Mi R/T	Miles	\$ 1.10	20	\$ 22.00		
Concrete Service Truck	Miles	\$ 1.90		\$ -		
Dump Truck (12.5 Ton)	Miles	\$ 1.90		\$ -		
<b>Sub-Total (Mobilization &amp; Transportation)</b>				\$ 1,169.82		\$ 1,169.82
<b>Sub-Total Equipment (see Equipment &amp; Material Summary)</b>						\$ 397.40
<b>Sub-Total Materials (see Equipment &amp; Material Summary)</b>						\$ 507.00
<b>Sub-Total Subs &amp; Vendors (see Equipment &amp; Material Summary)</b>						\$ -
<b>Disposal</b>						
Waste Transport & Disposal (Regulated)	Bins	\$ 2,250	0	\$ 225.00		
Waste Transport & Disposal (Misc Haz)	Cu Yd	\$ 51.00		\$ -		
Waste Transport & Disposal (Const Debris)	Cu Yard	\$ 40.00		\$ -		
Waste Transport & Disposal (Concrete)	Cu Yard	\$ 65.00		\$ -		
Haz Waste Manifest (per load)	Ea	\$ 90.00		\$ -		
Waste Manifest (per load)	Ea	\$ 40.00		\$ -		
<b>Sub-Total (Disposal)</b>				\$ 225.00		\$ 225.00
<b>Total Costs</b>						\$ 3,787.02
OH & Profit			15%			\$ 568.05
Bonding			0%			\$ -
<b>Total T&amp;M Billing</b>						\$ 4,355.07

Base Wage & Benefits	Demo/Lead 7/1/2022			Asbestos 7/01/2022		
	Wages	Fringe & Tax	Total	Wages	Fringe & Tax	Total
Laborer, straight time	\$ 38.37	\$ 29.76	\$ 68.13	\$ 33.16	\$ 16.41	\$ 49.57
Laborer, over time	\$ 57.56	\$ 32.51	\$ 90.07	\$ 49.74	\$ 18.81	\$ 68.55
Laborer, double time	\$ 76.74	\$ 35.26	\$ 112.00	\$ 66.32	\$ 21.20	\$ 87.52
Supervisor, straight time	\$ 41.05	\$ 29.76	\$ 70.81	\$ 34.54	\$ 21.67	\$ 56.21
Supervisor, over time	\$ 61.58	\$ 32.51	\$ 94.09	\$ 51.81	\$ 24.17	\$ 75.98
Supervisor, double time	\$ 82.10	\$ 35.26	\$ 117.36	\$ 69.08	\$ 26.66	\$ 95.74



Equipment Materials

Equipment	Day Rate	# Units	Total	\$ Extended
Abatement, airless sprayer	\$ 65.00	1	1 \$	65
Abatement, Decon Station	\$ 97.90	1	1 \$	98
Abatement, HEPA grinder	\$ 78.00		0 \$	-
Abatement, HEPA Negative Air Scrubber	\$ 129.50	1	1 \$	130
Abatement, HEPA Vac large	\$ 150.00		0 \$	-
Abatement, HEPA Vac small	\$ 75.00	1	1 \$	75
Abatement, Manometer	\$ 30.00	1	1 \$	30
Abatement, Personels Pump	\$ 28.00		0 \$	-
Air Compressor, diesel	\$ 269.00		0 \$	-
Air Cooler	\$ 30.00		0 \$	-
Concrete, electric heavy hammer	\$ 100.00		0 \$	-
Concrete, pneumatic rivet buster	\$ 150.00		0 \$	-
Concrete, flat saw, electric	\$ 250.00		0 \$	-
Concrete, flat saw, gas	\$ 200.00		0 \$	-
Concrete, wall saw	\$ 600.00			
Concrete, HF power supply	\$ 200.00			
Concrete, core drill	\$ 125.00		0 \$	-
Concrete, high speed cut off saw	\$ 150.00		0 \$	-
Concrete, ring saw	\$ 200.00		0 \$	-
Concrete, chain saw	\$ 350.00		0 \$	-
Concrete, slurry vac	\$ 85.00		0 \$	-
Electrical, 10 GA extension cords	\$ 10.65		0 \$	-
Electrical, 6 GA distribution cords	\$ 12.00		0 \$	-
Electrical, Power Box's	\$ 45.00		0 \$	-
Electrical, Diesel generator	\$ 300.00		0 \$	-
Floor, Buffer	\$ 59.00		0 \$	-
Floor, Scraper, ride on	\$ 750.00		0 \$	-
Heavy Eqpt, Excavator	\$ -		0 \$	-
Heavy Eqpt, Skid Steer (wet)	\$ 275.00		0 \$	-
Heavy Eqpt, skid steer grapple bucket only	\$ 120.00		0 \$	-
Heavy Eqpt, skid steer hammer only	\$ 150.00			
Heavy Eqpt	\$ -			
Lift, elec pallet jack	\$ 79.00		0 \$	-
Lift, reachlift and boom (Gradeall)	\$ 250.00		0 \$	-
Lift, scissors	\$ 150.00		0 \$	-
Lift, fork truck	\$ 150.00		0 \$	-
Lights, work	\$ 25.00		0 \$	-
PPE, Fall Protection System	\$ 35.00		0 \$	-
PPE, Respirator, PAPR	\$ 35.00		0 \$	-
Washer, pressure	\$ 50.00		0 \$	-
Scaffold, portable	\$ 88.00		0 \$	-
Tools, hand (scrapers, sledges, pry)	\$ 24.90		0 \$	-
Tools, power, hand	\$ 25.00		0 \$	-
Truck, 10 wheel roll off	\$ 462.00		0 \$	-
Truck, 6 wheel dump	\$ 344.00		0 \$	-
Truck, 7 ton box van	\$ 150.00		0 \$	-
Truck, Concrete Service	\$ 350.00		0 \$	-
x rental	\$ -		0 \$	-
<b>Sub Total Equipment</b>			<b>\$</b>	<b>397</b>
<b>Consumables</b>	U/M			
Chemical, Anabec mold agent	5G	\$ 205.00	0 \$	-
Chemical, Encapsulating Agent, 5G	5G	\$ 60.00	0 \$	-
Chemical, Mastic Remover	5G	\$ 105.00	0 \$	-
Chemical, Paint Stripper	5G	\$ 120.00	0 \$	-
Container, Steel Drum, DOT	Ea	\$ 65.00	0 \$	-
Container, supersack, 1 Yd	Ea	\$ 30.00	0 \$	-
Filter, negative air, pre-filter	Ea	\$ 25.00	1 \$	25
PPE, disposable (2 per MD)	Ea	\$ 40.00	6 \$	240
Plastic, bags 6 mil roll	Ea	\$ 105.00	0 \$	-
Plastic, 6 mil Sheeting	Box	\$ 60.00	0 \$	-
Plastic, flex duct	Box	\$ 55.00	1 \$	55
Plastic, Glove Bags, ea	Ea	\$ 40.00	0 \$	-
Plastic, 6 mil flame resist	Box	\$ 165.00	1 \$	165
Plastic, tape (24/box)	Ea	\$ 14.00	1 \$	14
Plastic, glue (12/Box)	Ea	\$ 8.00	1 \$	8
Tooling, diamond cup wheels 5"	Ea	\$ 325.00	0 \$	-
Tooling, diamond cup wheels 7"	Ea	\$ 407.00	0 \$	-
Tooling, ring saw blade	Ea	\$ 490.00	0 \$	-
Tooling, cut off saw blade	Ea	\$ 210.00	0 \$	-
Tooling, concrete chain	Ea	\$ 975.00	0 \$	-
Tooling, diamond blades, small	Ea	\$ 40.00	0 \$	-
Tooling, flatsaw diamond blade	Ea	\$ 800.00	0 \$	-
Tooling, core drill	Ea	\$ 400.00	0 \$	-
Tooling, cutting blades	Ea	\$ 26.00	0 \$	-
Tooling, scraper blades	Ea	\$ 7.00	0 \$	-
Filters & Hoses	Ea	\$ 10.00	0 \$	-
x	Ea		0 \$	-
Anchors, concrete	Box	\$ 70.25	0 \$	-
x	Ea		0 \$	-
x	Ea		0 \$	-
<b>Sub Total Consumables</b>			<b>\$</b>	<b>507</b>
<b>Subs and Special Material</b>				
Hotel & Per Diem	\$ 110.00		0 \$	-
Sub			0 \$	-
x	\$ -		0 \$	-
<b>Sub Total Subs and Special Mtl</b>			<b>\$</b>	<b>-</b>

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** E-Control Systems, Inc. Quote for DeLaveaga Elementary School Cold Storage Temperature Sensors

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Ratify E-Control Systems, Inc. quote for DeLaveaga Elementary School cold storage temperature sensors.

**BACKGROUND:**

This proposal consists of labor and materials to install temperature monitoring sensors in the new cold storage unit at DeLaveaga Elementary School. These sensors allow for the monitoring of temperature and will provide alarms to notify if the cold boxes go outside of the required operating temperature ranges. During the demolition, the original system could not be saved as was planned and replacement was time sensitive.

**FISCAL IMPACT:**

\$956.94 Total

Cost Breakdown by fund:

\$622.01 Measure A District Set-Aside (Restricted)

\$334.93 Elementary Redevelopment Agency Fund (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



# E-Control Systems, Inc.

# QUOTE

**Sold To**

**Santa Cruz City Schools**

Amy Hedrick-Farr  
Food Service Director  
310 La Fonda Avenue  
Santa Cruz, CA 95062  
United States



**Phone** (831) 429-3850 Ext 1

**Fax** ( ) -

**Quote #** ECSQ8101  
**Date** Dec 19, 2023  
**Terms** Net 30  
**Local Rep** ECS  
**Job Name** Reinstallation at DeLevega Elementary School

QTY	UOM	Description	Unit Price	Ext. Price
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**Replacement Temperature Probes & IntelliSensor Batteries:**

2	ea	Standard Temperature Sensor	\$31.00	\$62.00
1	Pairs	IntelliSensor Battery Description Thionyl Chloride Lithium Battery, 3.6V, 2.4AH, AA Size	\$13.00	\$13.00

**Installation**

1	ea	Hardware Installation - Existing IntelliGate & NTC-40 IntelliSensor Must be On-site at the time of the Installation	\$850.00	\$850.00
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9.25% Santa Cruz, CA Sales Tax Added to Probes & Batteries Only

Shipping cost represents shipping all hardware to one location.

<b>SubTotal</b>	\$925.00
<b>Tax</b>	\$6.94
<b>Shipping</b>	\$25.00
<b>Total</b>	<b>\$956.94</b>

15301 Ventura Blvd. Bldg. D, Suite 320, Sherman Oaks, CA 91403  
(818) 783-5229 • Fax (818) 783-5219 • [www.eControlSystems.com](http://www.eControlSystems.com)



**Notes:**

(1) IntelliSense™ hardware installation to be done by **E-CONTROL SYSTEMS** authorized installer (on-site installation including connection of sensors, one trip).

(2) **CUSTOMER TO PROVIDE** an Ethernet connection and power outlet within a 5-foot distance from each IntelliGate™ unit to connect to existing network in Kitchen Manager's office or a central location, near ceiling, within 300' of the IntelliSensor™ units, as well as any wiring or other electrical work (including conduit, wire chase, etc.).

(3) Software installation to be done remotely by **E-CONTROL SYSTEMS**.

(4) **CUSTOMER TO PROVIDE** computer, printer, and all equipment necessary for Ethernet connection and for networking as well as an available USB port for PDA upload. See system specification for PC requirements.

(5) Prices based on a wide-area network (WAN) system.

(6) The type of equipment and quantities above are estimates only as no communications testing was performed. IntelliGate™ and IntelliGate™ Repeaters require power and Ethernet to be supplied by customer at ECS or ECS installer designated locations. Additional MeshRouter™ or Repeaters may be required.

**TERMS & CONDITIONS:**

<b>WARRANTY</b>	One (1) year from date of shipping
<b>PAYMENT</b>	Net 30 days
<b>DELIVERY</b>	FOB Sherman Oaks, California 91403
<b>LEAD TIME</b>	30 days

**QUOTATION IS GOOD FOR SIXTY (60) DAYS. PRICES SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.**

**PROPRIETARY RIGHTS:** E-Control Systems, Inc. will remain the sole owner of the design and the manufacturing rights.

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Fiber Optic Telecom International Proposal for Soquel High School  
Electronic Key Card System Access Control Implementation

**MEETING DATE:** January 17, 2023

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Fiber Optic Telecom International proposal for Soquel High School electronic key card system access control implementation.

**BACKGROUND:**

This proposal consists of creating and inputting site door data into the District-wide electronic key card system for Soquel High School. This will allow for the issuance of key cards with specific access to appropriate doors are needed. This is an estimate based on time and materials.

**FISCAL IMPACT:**

\$94,720.00 Measure A Funds (Restricted), representing 0.25% of the overall site budget  
\$37,267,510.05 is the total Bond Allocation to Soquel High School

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



*Soquel High School [SQHS]*  
*Access Control Implementation Estimate*

Attention	Mr. Trevor Miller
Organization	Santa Cruz City Schools District (SCCS)
Address	133 Mission Street Suite 100 Santa Cruz, CA 95060
Contact Email	<a href="mailto:trevormiller@sccs.net">trevormiller@sccs.net</a>
Contact Phone	(831) 429-3410

## Phased Implementation of Access Control Security System for SQHS Site

### Pre-installation phase – 1 (150 Hours)

- I. Creating updated architectural floor plans reflecting recent structural modernization / modifications of DLEL campus
- II. Modifying logical facility model based on structural model
- III. Mapping and issuing routers following vendor recommended deployment
- IV. Mapping facility model with individual identified door readers to be deployed on site
- V. Personnel related information gathering from internal sources, coordination
- VI. Data organization and analysis
- VII. Creating access control user groups using provided inputs
- VIII. Issuing individual access permissions
- IX. Printing ID cards for site personnel
- X. Issuing RFID cards to personnel

### Deployment Phase – 2 (360 Hours)

- I. Coordination with site hardware installation team/s – sharing site wide door reader schedules and relevant floor plans
- II. Monitoring hardware installations
- III. Issuing installed devices
- IV. Programming and integrating each issued device (Tier – 1)
- V. Level – 1 hardware - software functionality QC check

[continued.....]

*Soquel High School [SQHS]*  
*Access Control Implementation Estimate*

Phased Implementation of Access Control Security System for MHMS Site

Post deployment Phase – 3 (130 Hours)

- I. Access control adjustments based on customer demands
- II. Level 2 QC check
- III. Tier – 2 programming for customized device functionality
- IV. Troubleshooting

Project Estimate:

T&M rate	\$148.00 / hour
Estimated effort	640 Hours
Estimated Total	\$ 94,720.00 (640 Hours)

Sincerely,

Jai Sharma  
Fiber Optic Telecom International  
408.761.9543  
[jaihowalks@hotmail.com](mailto:jaihowalks@hotmail.com)  
831 Gale Drive, Unit 2  
Campbell, CA – 95008

Date: 11/20/2023

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** M3 Environmental Proposal for DeLaveaga Elementary School Cold Storage

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve M3 Environmental proposal for DeLaveaga Elementary School cold storage.

**BACKGROUND:**

This proposal consists of asbestos removal oversight services for the cold storage replacement at DeLaveaga Elementary School. These services are required by the Division of State Architecture (DSA) and California Occupational Safety and Health (CAL/OSHA).

**FISCAL IMPACT:**

\$6,860.00 Total

Cost Breakdown by fund:

\$4,459.00 Measure A District Set-Aside (Restricted)

\$2,401.00 Elementary Redevelopment Agency Fund (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



December 14, 2023

Mr. Ian Goldspink  
Construction Facilities/Project Manager  
Santa Cruz City Schools  
536 Palm Street  
Santa Cruz, CA 95060  
831.429.3910 x59111 (p)  
831.750.0134

Via email:  
[iangoldspink@sccs.net](mailto:iangoldspink@sccs.net)

Subject: Confirming Proposal for Asbestos Oversight Services for the Chiller Replacement at the DeLaveaga Elementary School Located at 1145 Morrissey Boulevard in Santa Cruz, California  
Proposal No. 233718

Dear Mr. Goldspink:

M<sup>3</sup> Environmental LLC (M<sup>3</sup>) is pleased to present this confirming proposal to provide asbestos oversight services for the chiller replacement project at DeLaveaga Elementary School located at 1145 Morrissey Boulevard in Santa Cruz, California.

#### Project Understanding

M<sup>3</sup> understands that this oversight was requested to monitor the removal of asbestos-containing wallboard with joint compound in order to prepare the area for the installation of a new chiller for the onsite kitchen.

#### Scope of Work

This proposal presents the services needed to successfully complete this project based on the above understanding. M<sup>3</sup> provided the following services needed to successfully complete this project:

- Reviewed the abatement contractor's submittals for conformance with regulatory requirements.
- Observed the work practices and procedures of the abatement contractor during hazardous materials removal activities and monitored conformance with applicable federal, state, and local regulations. We completed checklists summarizing field observations and will include this in a written report at the completion of the project.
- Conducted area air sampling during asbestos removal activities at locations adjacent to the work areas to evaluate contractor work practices and to evaluate how well fibers and dust emission were being contained in the regulated work areas. Samples were analyzed by phase contrast microscopy (PCM) using the National Institute for Occupational Safety and Health (NIOSH) Method 7400, Revision No. 3, May 15, 1989, 'A' counting rules. The PCM method counts all nonspecific fibers meeting certain dimensional criteria.
- Conducted final visual inspections following removal of asbestos materials. And USEPA Asbestos Hazard Emergency Response Act (AHERA) TEM air clearance sampling.
- Prepare and submit a written report at the completion of the project documenting project activities and air monitoring results.

Fees

All services described were provided for a **fee of \$6,860** based on the following schedules:

<u>Staff/Expense</u>	<u>Budget</u>	<u>Unit</u>	<u>Total</u>
Principal	2 hours	\$250/hour	\$500.00
Staff Environmental Consultants (Includes prep, travel, survey, report writing)	35 hours	\$110/hour	3,850.00
Clerical	2 hours	\$85/hour	170.00
PCM air samples (3-day turnaround)	6 samples	\$15 each	90.00
TEM Air Clearance Samples (8-hour turnaround)	10 samples	\$195 each	1,950.00
Mileage, FedEx, copies, supplies, etc.			300.00
		<b>Oversight Fee</b>	<b>\$6,860.00</b>

Thank you for the opportunity to submit our proposal to you. If you have any questions, please call me at 831.649.4623.

Sincerely,  
M<sup>3</sup> Environmental LLC



Chris G. Gatward  
Principal  
California CAC No. 92-0216

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Moore Twining Change Order #1 for Santa Cruz High School C & D Modernization Special Inspection and Materials Testing

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Moore Twining change order #1 for Santa Cruz High School C & D modernization special inspection and materials testing.

**BACKGROUND:**

This change order consists of additional earthwork, concrete and post anchor inspections. The original proposal did not account for work to be done in as many increments; however, the current construction schedule will require additional site visits. The previously approved contract amount was \$22,703.00 and the new total contract, including this change order, will be \$29,662.60.

**FISCAL IMPACT:**

Change Order #1 \$6,959.60 (30.65% increase to the contract), Measure A Funds (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*

December 15, 2023

MTA Project No.: E95811.01

**Mr. Christopher Garcia**  
**Santa Cruz City School District**  
 133 Mission Street, Suite 100  
 Santa Cruz, California 95069

**Project:** Santa Cruz High School Commons Modernization  
 415 Walnut Avenue  
 Santa Cruz, California 95060

**Subject: Change Order #1 – \$6,959.60**

Dear Mr. Garcia:

Moore Twining Associates, Inc. (Moore Twining) has been asked by Santa Cruz City School District to provide a written description justifying charges beyond that of the original not-to-exceed cost estimate for the Santa Cruz High School Commons Modernization project. It's worth noting that at the time the original fee estimate was prepared, a detailed construction schedule was not provided to our firm.

The additional charges were incurred due to construction schedule demands.  
 The charges were driven by the following:

- Additional required earthwork inspections still to be completed;
- Additional required structural concrete inspections that have already been completed and additional concrete inspections to be completed; and
- Additional required post installed anchor inspections that have already been completed and additional post installed anchor inspections to be completed.

<b>Table 1 - Fee Estimate to Provide Materials Testing &amp; Inspection Services</b>				
<b>Santa Cruz High School Commons Modernization</b>				
<b>415 Walnut Avenue, Santa Cruz, California 95060</b>				
<b>Scope Description</b>	<b>Units</b>	<b>Quantity</b>	<b>Unit Fee</b>	<b>Estimated Fee</b>
<b>Earthwork</b>				
Inspection of Earthwork	Hour	8	\$116.50	\$932.00
Mileage Charge	Miles	144	\$0.60	\$86.40
Vehicle and Equipment Charge	Trip	2	\$25.00	\$50.00
<b>Subtotal</b>				<b>\$1,068.40</b>
<b>Structural Concrete</b>				
Batch Plant Inspections	Hour	14	\$60.00	\$840.00
Concrete Inspections	Hour	12	\$116.50	\$1,398.00
Sample Pick Up	Hour	6	\$50.00	\$300.00
Concrete Compressive Strength	Set	7	\$84.00	\$588.00
Mileage Charge	Miles	296	\$0.60	\$177.60
Vehicle and Equipment Charge	Trip	10	\$25.00	\$250.00
<b>Subtotal</b>				<b>\$3,553.60</b>

**CENTRAL VALLEY**  
 2527 Fresno Street  
 Fresno, CA 93721  
 559-268-7021 • 559-268-7126 Fax

**CENTRAL COAST**  
 501 Ortiz Avenue  
 Sand City, CA 93955  
 831-392-1056 • 831-392-1059

**NORTHERN CALIFORNIA**  
 165 Commerce Circle, Suite D  
 Sacramento, CA 95815  
 916-381-9477 • 916-381-9478 Fax

**SOUTHERN CALIFORNIA**  
 11800 Sterling Avenue, Suite C  
 Riverside, CA 92503  
 951-898-8932 • 951-898-8974 Fax

Post Installed Anchors				
Installation of Post Installed Anchors and Dowels	Hour	18	\$118.50	\$2,133.00
Mileage Charge	Miles	216	\$0.60	\$129.60
Vehicle and Equipment Charge	Trip	3	\$25.00	\$75.00
<b>Subtotal</b>				<b>\$2,337.60</b>
<b>Total Estimated Fee for Testing and Inspection Services</b>				<b>\$6,959.60</b>

Summary of Fees	
<b>Original Contract Value</b>	\$22,703.00
<b>Total Contract Value</b>	\$29,662.60
<b>Total Change Order Requested</b>	<b>\$6,959.60</b>

If you have any questions regarding this requested change order, or if you need additional information, please contact our office at 800-268-7021.

We appreciate the opportunity to work with Santa Cruz City School District on this project.

Respectfully Submitted,  
**Moore Twining Associates, Inc.**  
 Construction Inspection Division



Adrian Lopez  
 Construction Inspection Assistant Manager  
 (559) 400-2780

**Change Order Authorized by:**

CLIENT Santa Cruz City School District  
 BY \_\_\_\_\_  
 NAME/TITLE \_\_\_\_\_  
 DATE SIGNED \_\_\_\_\_



## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** Santa Clara Valley Construction Inspections Change Order #1 for Gault Elementary School

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve Santa Clara Valley Construction Inspections change order #1 for Gault Elementary School.

**BACKGROUND:**

This change order consists of an additional four months of site inspections due to the extended construction schedule of the new building installation that was a result of weather delays last winter. The previously approved contract amount was \$209,000.00 and the new total contract, including this change order, will be \$249,500.00.

**FISCAL IMPACT:**

Change Order #1 \$40,500.00 (19.37% increase to the contract), Measure B Funds (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*

# SCVCI

## SANTA CLARA VALLEY CONSTRUCTION INSPECTIONS

433 Briggs Rd. Hollister, CA. 95038

TEL: 408-316-2373

E: Channing@scvci.com

December 21, 2023

Mr. Trevor Miller  
Director of Facilities  
Santa Cruz City School District  
415 Walnut Avenue  
Santa Cruz, CA. 95060

**Project Name: Gault Elementary School, New Modular Classroom Building**

**Project Number: 1657-21**

**DSA App. No. 01-119989**

Re. Additional Services Request #1.

Dear Santa Cruz City School Administrators.

- Santa Clara Valley Construction Inspections is submitting an Additional Services request on the above referenced project due to extensions to the proposed construction schedule. The original proposal was for DSA Inspector of Record services to be provided from January 2023, through October 2023.
- SCVCI's Additional Services request for the Months of November 2023 through February 2024 is Forty Thousand Five Hundred Dollars, (\$40,500.00).

### Estimated Base Fee, Based on Project Duration:

Month	Calendar Days	Working Days, M-F/Hrs. per Day	Hours
November 2023	31	20/5	100
December 2023	30	20/5	100
January 2024	31	21/4	84
February 2024	30	20/2	40
		<b>Total Days 81</b>	<b>Total Hours 324</b>

**Original Fee Proposal: \$209,000.00**  
**Additional Services Fee: \$040,500.00**  
**Total DSA Inspection Fee: \$249,500.00**  
**Base Insp. Hourly Rate: \$125.00**  
**OT/Saturday/Sunday Rate: \$187.00**  
**Federally Recognized Holiday Rate: \$187.00**

**Minimum Show Up Time: 2 Hours per site visit.**

Sincerely,

Clay Channing

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** SC Builders Change Order #2 for Soquel High School Fitness Room Modernization Increment 2

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve SC Builders change order #2 for Soquel High School fitness room modernization increment 2.

**BACKGROUND:**

This change order removes the remaining contingency funds from the contract that were unused. The project has been completed without the need for these contingency funds. The previously approved contract amount was \$1,314,523.00 and the new total contract, including this change order, will be \$1,277,671.00.

**FISCAL IMPACT:**

Change Order #2 -\$36,852.00 (2.80% decrease to the contract), Measure A Funds (Restricted)

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*

# AIA Document G701 - 2017

## Change Order

**PROJECT:** *(Name and address)*  
Soquel High School  
401 Soquel San Jose Rd,  
Soquel, CA 95073

**CONTRACT INFORMATION:**  
Contract: Fitness Center–  
Phase 2

**CHANGE ORDER INFORMATION:**  
Change Order Number: 002

Date: November 27th, 2023

**OWNER:**  
Santa Cruz City Schools  
133 Mission St, Suite 100,  
Santa Cruz, CA 95060

**ARCHITECT:**  
19six Architects, Inc.  
303 Potrero Street, Suite 5  
Santa Cruz, CA 95060

**CONTRACTOR:**  
SC Builders, Inc.  
910 Thompson Place  
Sunnyvale, CA 94085

---

### THE CONTRACT IS CHANGED AS FOLLOWS:

Remaining Contingency

The original contract sum was	\$ 1,294,079.00
The net change by previously authorized Change Orders	\$ 20,444.00
The Contract sum prior to this change order was	\$ 1,314,523.00
The Contract sum will be decreased by this Change Order in the amount of	\$ 36,852.00
The new contract sum including this Change Order will be	\$ 1,277,671.00

The Contract Time will not be changed.

The date of Substantial Completion is 11/27/2023

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

19six Architects, Inc.

ARCHITECT



SIGNATURE

Greg Horn, PM

PRINTED NAME AND TITLE

12/15/2023

DATE

SC Builders, Inc.

CONTRACTOR



SIGNATURE

Joe Ascolese, PM

PRINTED NAME AND TITLE

12/15/2023

DATE

Santa Cruz City Schools

OWNER

SIGNATURE

PRINTED NAME AND TITLE

DATE



**Change Request**

To: Christopher Garcia

Number: 28

Date: 12/14/23

Job: 123065 Soquel HS-Fitness Rm Mods Inc2

Description: PCO 28 - Final Deductive Change Order - Remaining Contingency

Reason: Owner Request

SC Builders, Inc. hereby submits descriptions and pricing for the following changes in contract work:

Description	Labor	Material	Equipment	Subcontract	Other	Price
Final Deductive Change Order - Remaining Contingency					\$-36,852.00	\$-36,852.00
					Subtotal:	\$-36,852.00
					Total:	\$-36,852.00

The schedule is not affected by this change.

If you have any questions, please contact me at (408)318-4405.

Submitted by: Joe Ascolese  
SC Builders, Inc.

Approved by: \_\_\_\_\_  
Date: \_\_\_\_\_

Approved by: \_\_\_\_\_  
Date: \_\_\_\_\_

## SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:** TekVisions Inc. Quote for Santa Cruz High School Food Service Point of Sale Machines

**MEETING DATE:** January 17, 2024

**FROM:** Jim Monreal, Assistant Superintendent, Business Services

**THROUGH:** Kris Munro, Superintendent

**RECOMMENDATION:**

Approve TekVisions Inc. quote for Santa Cruz High School food service point of sale machines.

**BACKGROUND:**

This quote is for six new point of sale machines for the newly remodeled food service area at Santa Cruz High School kitchen as part of the C&D Modernization.

**FISCAL IMPACT:**

\$8,546.18 Measure A Funds (Restricted), representing 0.02% of the overall site budget  
\$33,427,723.88 is the total Bond Allocation to Santa Cruz High School

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

*Prepared by Trevor Miller, Director, Facility Services*



TekVisions Inc.  
 40970 Anza Road  
 Temecula, CA 92592  
 (800) 466-8005  
 fax (951) 506-4035

**SALES QUOTE**

\*\*\*\*\*Orders processed on receipt of Purchase Order\*\*\*\*\*

Customer: Santa Cruz City Schools quote 1  
 Address: 133 Mission St, Ste 100  
Santa Cruz, CA 95060  
 Phone #: 831-429-3410  
 Contact: Chris Garcia

Salesman: Tom Cramer  
 Quote Date: 12/22/2023

Qty	TekVisions Part#	Description	Unit \$ (US)	Ext.	Comments
6	CMP-19LIGXB-Cel	19" Lightning XB 8GB Ram 256+HD Plus Battery, win 10, Wifi	\$995.00	\$5,970.00	
		5 Year Warranty			
		Windows 10 Pro loaded, District to provide their key			
6	PIN-12MUA-V2T	ArmourPad preset for Nutrikids	\$249.00	\$1,494.00	
		3 year warranty (replacement)			
6	STD-TEK797BPD	Heavy Duty Desktop Stand	\$41.00	\$246.00	
6	CON-CAELECREC	CA eWaste Fee	\$5.00	\$30.00	
		FOB: Origin			
		Shipping calculated at time of shipment			
		Estimated shipping charge = \$198.00			
		TERMS: Net 30 w/Purchase Order			
		LEAD TIME: 1 week			
		Quote valid for 60 days			

**SUBTOTAL** \$7,740.00  
**9.25% Sales Tax** \$713.18  
**Shipping** \$93.00  
**TOTAL** \$8,546.18

\*Pricing and availability are subject to change without prior notification.