

SANTA CRUZ CITY SCHOOLS DISTRICT
REGULAR MEETING FOR THE ELEMENTARY
AND SECONDARY DISTRICTS
WEDNESDAY, JUNE 1, 2022
OPEN SESSION BEGINS AT 6:30 P.M.
HYBRID BOARD MEETING – IN-PERSON & REMOTE

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

[If participating remotely, click on this link to join meeting.](#)

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 or attend in person. Public comment will begin promptly at 5:30 p.m. [Click on this link to make public comment on a closed session item.](#)

AGENDA

Item	Purpose / Support
Agenda (Estimated Time)	
1. Convene Closed Session	5:30 p.m.
1.1. Roll Call	
1.2. Public Comments prior to Closed Session	<i>Members of the public may comment on items that ARE listed on the Closed Session Agenda.</i>
2. Closed Session Items	
2.1. Final Settlement Agreement	<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. Government Code Section 57957.6 Conference with Labor Negotiations Agency Representative: Deb Tracy-Proulx Unrepresented Employee: Superintendent	<i>Negotiations regarding Superintendent's Annual Contract Review.</i>
3. Convene Open Session	6:30 p.m.
3.1. Welcome	
3.2. Pledge of Allegiance	
3.3. Agenda Changes, Additions or Deletions & Announcements	

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3.4.	Recognition of AAPI Essay and Art Contest Winner and Participants	
4.	Public Comments	<i>For presentations of matters not on the Agenda. 3 minutes for individuals; 15 minutes per subject.</i> <i>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.</i>
5.	Superintendent's Report	
5.1.	Superintendent's Reports	
5.2.	Students' Reports	
6.	Board Members' Reports	
6.1.	Board Members' Reports	
6.2.	Board President's Report	
7.	Approval of Minutes	
7.1.	Meeting April 13, 2022	
7.2.	Meeting April 27, 2022	
7.3.	Meeting May 4, 2022	
8.	General Public Business	

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8.1.	Consent Agenda Non-Contract Items and Items to be Received: These matters may be passed by one roll call motion.	
8.1.1.	Educational Services	<i>None.</i>
8.1.2.	Business Services	
8.1.2.1.	<u>Purchase Orders, Bids, & Quotes</u>	
8.1.2.2.	<u>Warrant Register</u>	
8.1.2.3.	<u>Disposition of Surplus Property</u>	
8.1.2.4.	<u>New Business: Resolution 35-21-22: Authorized Signatures 2022-23</u>	
8.1.3.	Human Resources	
8.1.3.1.	<u>Personnel Actions--Certificated</u>	
8.1.3.2.	<u>Personnel Actions--Classified</u>	
8.1.3.3.	<u>New Job Description: Paraeducator – Transitional Kindergarten/Preschool</u>	
8.1.4.	Governance/Superintendent	<i>None.</i>
8.2.	Consent Agenda: General Contracts & Agreements	
8.2.1.	Educational Services	
8.2.1.1.	<u>Your Future is Our Business Annual Agreement 2022-23</u>	

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8.2.1.2. Consultant Services Agreement: Organized Binder	
8.2.1.3. Advancement Via Individual Determination (AVID) Contract Renewal	
8.2.1.4. Service Agreement Renewal: Turnitin, LLC.	
8.2.1.5. Curriculum Contract Renewal: Newsela	
8.2.1.6. PearDeck License Renewal	
8.2.1.7. Screencastify Contract Renewal	
8.2.1.8. Curriculum Associates Contract Renewal: iReady - Elementary	
8.2.1.9. Achieve 3000 Contract Renewal	
8.2.1.10. Zearn Account Renewal	
8.2.1.11. EdPuzzle Contract Renewal	
8.2.1.12. Education Software for Guiding Instruction License Renewal	
8.2.1.13. Edgenuity Contract Renewal	
8.2.1.14. Memorandum of Understanding: Encompass Services	
8.2.1.15. Memorandum of Understanding: Monarch Services	
8.2.1.16. Stop It Solutions: Contract	

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8.2.1.17.	Memorandum of Understanding: Santa Cruz County Office of Education Career Technical Education: IT Essentials
8.2.1.18.	Second Step Curriculum License Renewal
8.2.1.19.	Beyond SST Contract
8.2.1.20.	Amplified IT License Renewal
8.2.2.	Business Services
8.2.2.1.	Consultant Services Agreement: Miller Maxfield, Inc.
8.2.2.2.	Food Service Bids: 2022-23
8.2.2.3.	Mobile Modular Quote: DeLaveaga Elementary School Portable Classroom Removal
8.2.2.4.	Career Catalyst Program Agreement: Chef Ann Foundation
8.2.3.	Human Resources
8.2.3.1.	Palo Alto Medical Foundation Grant Agreement: Athletic Trainer
8.2.4.	Governance/Superintendent
8.2.4.1.	Legal Services Agreement 2022-23 and 2023-24: Dannis Woliver Kelly

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8.2.4.2.	<u>Consultant Services Agreement: Carolyn Post</u>
8.3.	Consent Agenda: Bond Projects Contracts, Agreements, Proposals, Bids & Change Orders
8.3.1	<u>Albion Environmental: Change Order 2: Santa Cruz High School Underground Utility Replacement Construction Monitoring</u>
8.3.2.	<u>Anaya Construction: Proposal: Bay View Elementary School Portable Classroom Removal</u>
8.3.3.	<u>Atlantis Paving & Grading: Contract: Bay View Elementary School Site Work</u>
8.3.4.	<u>AVNow: Proposal: Branciforte Middle School Replacement Performing Arts Equipment</u>
8.3.5.	<u>Best Contracting Services, Inc.: Contract: Harbor High School Gym Reroof</u>
8.3.6.	<u>Bosco Construction Services, Inc.: Proposal: DeLaveaga Elementary School Portable Classroom Floor Repairs</u>
8.3.7.	<u>Cyclone Fence & Iron: Change Order 2: Westlake Elementary School Site Fencing and Gates</u>
8.3.8.	<u>M3 Environmental: Proposal: Gault Elementary School Hazardous Materials Inspections</u>

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8.3.9. Sierra School Equipment Co. Proposal Bay View Elementary School Student Desk Book Boxes	
8.4. Report of Closed Session Actions	
8.4.1. Report of Actions Taken in Closed Session	
8.5. Items to Be Transacted and/or Discussed	
8.5.1. Educational Services	
8.5.1.1. Staff Report: English Learner Master Plan First Reading	<i>Staff will present the revised English Learner Master Plan for first reading.</i>
8.5.1.2. Staff Report: Local Control Accountability Plan 2022-23	<i>Staff will provide an update on the 2022-23 Local Control Accountability Plan.</i>
8.5.1.3. PUBLIC HEARING: Local Control Accountability Plan 2022-23	<i>The Board of Education will hold a public hearing on the Local Control Accountability Plan Annual Update.</i>
8.5.2. Business Services	
8.5.2.1. Staff Report: 2022-23 Preliminary Budget	<i>Staff will present the 2022-23 preliminary budget.</i>
8.5.2.2. PUBLIC HEARING: 2022-23 Budget	<i>The Board of Education will hold a public hearing on the 2022-23 budget.</i>
8.5.3. Human Resources	
8.5.3.1. New Business: Annual Declaration of Need	<i>Recommendation: Approve the annual declaration of need to address credential needs for the 2022-23 school year.</i>
8.5.4. Governance/Superintendent	
8.5.4.1. New Business: Resolution 36-21-22: AB 361	<i>Take action as appropriate.</i>

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8.5.4.2. Board Policies: First and/or Final Reading for CSBA Revisions & Updates	Recommendation: Approve the revised policies for first and/or final reading.
8.5.4.3. Possible Items for Future Meeting Agendas	
9. Adjournment	
10. Return to Closed Session (if necessary)	
11. Closed Session Action Report (if necessary)	
12. Adjournment	

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 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 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:

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Spanish language translation is available on an as-needed basis. Please make advance arrangements with Alyssa Martinez 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 Alyssa Martinez por teléfono al numero (831) 429-3410 x48220.

Board Meeting Information

1. The Regular Meeting on June 1, 2022, 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 Meeting on June 8, 2022, 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 Meeting on June 15, 2021, 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
APRIL 13, 2022**

Convene Closed Session

Board President Tracy-Proulx called this Closed Session Meeting to order at 6:00 p.m.

Public Comments for Closed Session Agenda Items

None.

Convene Open Session

Board President Tracy-Proulx called this Regular Meeting Open Session to order at 6:31 p.m.

Attendance at Meeting

John Owen	Cindy Ranii	Jeremy Shonick
Patricia Threet	Deb Tracy-Proulx	Claudia Vestal

Student Board Representative Destiny Silva

Kris Munro, Superintendent
Dorothy Coito, Assistant Superintendent, Educational Services
Jim Monreal, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human Resources
Members of the Audience

Absent: Board Representative Sheila Coonerty
Student Board Representative Laura Wang

Welcome and Format

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

3.2. Agenda Changes, Additions, or Deletions & Announcements

Superintendent Munro reported that item 8.4.1. Report of Closed Session Actions was duplicated on the agenda. This report will only be read once. Additionally, a typo was corrected on the February 9, 2022 Meeting Minutes.

PUBLIC COMMENTS

Branciforte Small School Principal, Michelle McKinney, thanked the Board and Assistant Superintendent Monreal for their support in helping Costanoa High School purchase sweatshirts with their logo on it. Costanoa was able to sell these sweatshirts as part of a fundraiser, and this is the first time Costanoa has had its own Spirit Wear.

SUPERINTENDENT'S REPORT

Superintendent's Report

Superintendent Munro began her report by sharing an update on the state of COVID in the District and the County. The District continues its mitigation measures including optional surveillance testing and off-site symptomatic testing. Staff continue to encourage vaccines and Superintendent Munro shared her gratitude for the State providing additional vaccine clinics that will be hosted on three different SCCS campuses. These clinics are open to the community and will have both appointments and walk-in availability. Overall, county case rates continue to decline. The SSC Steering Committee met on Monday to assess current goals and discuss goals for next year. Director Hodges hosted a middle school intervention program meeting, and the Elementary Curriculum and Assessment teams met in person on a school day. The Leadership team continues to discuss effective supervision and effective and professional feedback. All school sites are currently working on their Single Plans and are gathering input from their community stakeholders. At the most recent SECA board meeting it was announced to expect more plans from the state around Special Education in the coming weeks. The District is currently working on its budget development. Districts only have rough estimates to work with, but the state has announced LEAs should plan on a 20% reduction in Federal categoricals. Staff continue to hold LCAP input meetings, including through the District Advisory Committee. Superintendent Munro, Assistant Superintendent Monreal and Chief of Communication Rolens are continuing their parent and staff meetings to review the District bond program and budget.

Student's Report

Student Board Representative Destiny Silva shared that Harbor has had many activities on campus, including a lunchtime visit from the Marines. Next week, Harbor will be hosting a lunchtime soccer tournament. ASB elections will begin shortly, and the Harbor is also preparing for its spring musical, which will be a joint production between both Harbor High and Soquel High.

BOARD MEMBERS' REPORTS

Board Members' Reports

Trustee Shonick read a tribute to Terry Pearman, a former SCCS teacher and administrator, who passed away last fall. The full tribute can be found in an attachment to the minutes.

Trustee Vestal shared that Delta High is preparing for a WASC visit and an in-person graduation ceremony at Cabrillo College. Trustee Vestal also thanked Branciforte Small Schools Principal Michelle McKinney for a great visit to the Small Schools campus.

Trustee Threet did not have a report to share.

Trustee Ranii did not have a report to share.

Vice President Owen did not have a report to share.

Board President's Report

Board President Tracy-Proulx did not have a report to share.

APPROVAL OF MINUTES

1.MSP (Ranii/Vestal) 5-1-0, the Board of Education approved the Minutes for February 9, 2022.

GENERAL PUBLIC BUSINESS

Consent Agenda

8.1.1.1. Third Quarter Williams Report, 8.1.1.2. Costanoa High School Overnight Field Trip: Mountains 2 Sea, 8.1.1.3. Alternative Family Education Overnight Field Trip: Camp Loma, 8.1.1.4. Monarch Elementary Overnight Field Trip: Point Reyes, 8.1.1.5. Out of State Conference Request, 8.1.2.1. Purchase Orders, Bids, & Quotes, 8.1.2.2. Warrant Register, 8.1.2.3. Budget Transfers, 8.1.3.1. Personnel Actions—Certificated, 8.1.3.2. Personnel Actions—Classified, 8.1.3.3. Revised Job Description: Director – Information Technology, 8.1.3.4. New Job Description: Athletic Trainer, 8.1.3.5. New Job Description: Multi-Tiered Systems of Support Safety & Wellness Coordinator, 8.1.3.6. Designation of California Interscholastic Federation League Representatives for 2022-23, 8.1.4.1. Revised Board Policy: 5030 Student Wellness, 8.2.1.1. California College Guidance Initiative Services Agreement, 8.2.1.2. New Business: DGI Contract: E-Rate, 8.2.2.1. Pajaro Valley Unified School District Bay View Elementary School Portable Classroom Purchase, 8.2.4.1. School Resource Officer Amendment Agreement: Santa Cruz County Sheriff, 8.3.1 A & B Fire Protection and Safety, Inc.: Proposal: Bay View Elementary School Fire Hydrant Flow Test, 8.3.2. A & C Grading Inc.: Proposal: Santa Cruz High School Concrete, 8.3.3. California Premier Restoration: Proposal: Harbor High School Kiln Room Abatement, 8.3.4. MBS Engineering: Proposal: Soquel High School Gas Regulator Replacement, 8.3.5. Monterey Peninsula Engineering: Contract: Maintenance Facility Yard Repaving, 8.3.6. PSR Electric: Proposal: Harbor High School Theatrical Dimming Relocation

Trustee Vestal motioned to approve the consent agenda. Vice President Owen seconded the motion.

The motion was passed by the following roll call vote:

Roll Call Vote:

Coonerty – Absent	Owen – Yes	Ranii – Yes	
Shonick – Yes	Threet – Yes	Tracy-Proulx – Yes	Vestal – Yes

Closed Session Items

Report of Actions Taken in Closed Session

Vice President Owen reported the following actions during closed session:

1. Ms. Parks shared information with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments.
2. Ms. Parks shared information regarding Public Employee Discipline/Dismissal/Release/Complaints.
3. The board discussed public employee performance evaluation (Govt. Code Section 54957).

ITEMS TO BE TRANSACTED AND/OR DISCUSSED

8.5.1.1. Staff Report: DELAC Annual Report

Elementary Curriculum and Instruction Director Shannon Calden, and Soquel High School Assistant Principal Jose Quevedo, presented the District's Annual DELAC Report. Each California public school district with 51 or more English Learners must form a District-level English Learner Advisory Committee. Director Calden and Assistant Principal Quevedo shared an overview of what was discussed at the DELAC meetings and themes of parent feedback. Parent comments will help to inform the English Learner Master Plan as well as the LCAP. Their responses are very helpful in understanding the experience of Multilingual Learners and their families. Trustees

asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.1.2. Staff Report: Curriculum Master Plan & Professional Development Update

Curriculum and Instruction Directors Shannon Calden and Julia Hodges provided an update on the Curriculum Master Plan. The Curriculum Master Plan is a five-year plan that outlines funding for curriculum, assessment, professional development, and instructional technology. Since its creation, it has undergone multiple iterations based on stakeholder input. Directors Calden and Hodges shared the actuals of the plan from 2021-22 and projected revisions for the next four years. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.2.1. Staff Report: Communication & Community Engagement on District Budget & Bond Updates

District Chief of Communication and Community Engagement, Sam Rolens, presented the Communication & Community Engagement on District Budget & Bond Updates. To inform the community and provide transparency to district processes, staff have prepared a budget breakdown that categorizes revenue sources and expenses. The presentation, built to maximize layperson accessibility without sacrificing details, covers State, Federal and Local revenues, a breakdown of District Spending, parcel tax T & U allocations, a breakdown of COVID resources & spending, and a bond progress report & the facilities priorities that will remain after A & B are spent.

Public Comment: GSCFT President Casey Carlson thanked Mr. Rolens for his presentation and suggested it may be helpful to see how SCCS' budget compares to other districts. She was also encouraged to see plans that include employee housing.

8.5.2.2. New Business: CRW Industries, Inc. Contract for Santa Cruz High School C & D Modernization

Superintendent Munro and Director of Facilities Trevor Miller presented the CRW Industries, Inc. Contract for Santa Cruz High School C & D Modernization. This project consists of modernizing two adjoining buildings that contain classrooms, as well as the cafeteria and kitchens. Modernization will include updating the utilities, the exterior hardscape and landscaping, the exterior finish, new interior finishes, and the addition of restrooms. A request for bids was sent out to contractors, noticed in the builder's plan room, and advertised in the local newspapers. Four bids were received and CRW Industries, Inc. was the successful low bidder.

MSP(Owen/Vestal) 6-0, the Board of Education approved the CRW Industries, Inc. contract for Santa Cruz High School.

8.5.4.1. New Business: Resolution 31-21-22: Proclaiming May as Asian American & Pacific Islander Heritage Month

Superintendent Munro presented Resolution 31-21-22: Proclaiming May as Asian American & Pacific Islander Heritage Month. Santa Cruz City Schools strives for all students to feel safe and welcome in their schools and see themselves represented in the curricula. Asian Americans and Pacific Islanders have played and continue to play critical roles in the economic, cultural, and social spheres of our nation's life. Santa Cruz City Schools recognizes the important contributions of local, State, and National Asian Americans and Pacific Islanders to the history

of the United States, by promoting social justice, enhancing health and well-being, and building a sense of community. Trustees asked questions and had discussion.

MSP(Vestal/Owen) 6-0, the Board of Education approved Resolution 31-21-22: Proclaiming May as Asian American & Pacific Islander Heritage Month.

8.5.4.2. New Business: Resolution 32-21-22: Proclaiming May 2-6 for Flying the Rainbow Flag

Superintendent Munro presented Resolution 32-21-22 supporting May 2-6 to fly the Rainbow flag in honor of Harvey Milk Day. Harvey Milk Day was established by the California legislature and signed in 2009 as Harvey Milk was the first openly gay elected official in the history of California. LGBTQ+ community members across Santa Cruz County have made significant contributions to the community. Santa Cruz City Schools supports the rights, freedoms and equality of those who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, pansexual, and asexual (LGBTQ+). Trustees asked questions and had discussion.

MSP(Vestal/Ranii) 5-1, the Board of Education approved Resolution 32-21-22: Proclaiming May 2-6 for Flying the Rainbow Flag.

8.5.5.2. Potential Items for Futures Agenda

Trustee Shonick requested the Board look at the Redevelopment Agency dollars at the Budget Study Session.

9. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Tracy-Proulx adjourned this Regular Meeting at 8:18 p.m.

Board Meeting Schedule Information

1. The Regular Meeting on April 13, 2022, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Study Session on April 27, 2022, 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 Meeting on May 4, 2022, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Study Session on May 25, 2022, 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 Meeting on June 1, 2022, 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 Meeting on June 8, 2022, 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 Meeting on June 15, 2021, 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

Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

Deb Tracy-Proulx, President
Board of Education

Attachment 1

Tribute to Terry Pearman

Terry Pearman was my mentor teacher or, as we said back in the day, “master” teacher at Santa Cruz HS from November 1981 to June 1982. Initially, I had my doubts that we were a good match. He was the son of a police chief, a no-nonsense, by the book, my-way-or-the-highway, religious, dot the I’s and cross the T’s kind of guy. I was a long hair whose background was remarkably dissimilar. But times were different back then. Differences in politics and culture were not be-alls and end-alls. Terry and I became friends. And when he was promoted to assistant principal at Santa Cruz HS at the end of that school year, he fought to get me hired. So, you could say that I owe my teaching career in Santa Cruz City Schools to Terry.

Not only did he hire me; he continued to mentor me. Not a week passed in those first years that he did not drop into my classroom to watch, to give advice and encouragement.

Eventually Terry became the principal of Santa Cruz HS but, despite his excellent work under truly impossible circumstances, his tenure as principal was short-lived. He was sent to Soquel HS as an assistant principal. A year later, I joined him there, where he worked as an assistant principal until his retirement from Santa Cruz City Schools.

Terry was a fine educator, a talented guitarist, a stern but always fair administrator. Possessed of a wry sense of humor, he remained upbeat and philosophical even when things did not go his way. Like so many excellent educators in SCCS, I never felt that he received the respect or the recognition that he deserved.

Terry died in the fall. I am hoping that, post-covid, his wonderful wife Sue and his three surviving children will host a memorial service for him up in the Sacramento area. In the meantime, for myself, these few words will have to suffice.

**MINUTES OF THE STUDY SESSION
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
APRIL 27, 2022**

Convene Closed Session

Board President Tracy-Proulx called this Closed Session Meeting to order at 5:00 p.m.

Public Comments for Closed Session Agenda Items

None

Convene Open Session

Board President Tracy-Proulx called this Regular Meeting Open Session to order at 6:08 p.m.

Attendance at Meeting

Sheila Coonerty	John Owen	Cindy Ranii	Jeremy Shonick
Patricia Threet	Deb Tracy-Proulx	Claudia Vestal	

Student Board Representative Destiny Silva

Kris Munro, Superintendent
Dorothy Coito, Assistant Superintendent, Educational Services
Jim Monreal, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human Resources
Members of the Audience

Absent: Student Board Representative Laura Wang

Welcome and Format

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

3.2. Agenda Changes, Additions, or Deletions & Announcements

None.

PUBLIC COMMENTS

None.

GENERAL PUBLIC BUSINESS

Consent Agenda

5.1.1. Gary J. Gery Architect Proposal Master Plan Update; 5.1.2. Ross Recreation Proposal DeLaveaga Elementary School Kinder Play Equipment Retrofit

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

The motion was passed by the following roll call vote:

Roll Call Vote:

Coonerty – Yes

Owen – Yes

Ranii – Yes

Shonick – Yes

Threet – No

Tracy-Proulx – Yes

Vestal – Yes

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

Vice President Owen reported the following actions during closed session:

1. Ms. Parks shared information with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments.
2. The Board discussed public employee performance evaluation (Govt. Code Section 54957)

ITEMS TO BE TRANSACTED AND/OR DISCUSSED**7.1. Board Governance Study Session***Annual Board Self-Evaluation*

Facilitator Carolyn Post provided the Board of Education's self-evaluation responses to Trustees. Trustees discussed the feedback.

Board Officer Transition Protocols

Trustees discussed the transition protocols between officers after the annual board reorganization. Trustees suggested that the leaving board president meet with the new president and Superintendent by the end of the calendar year.

Memorials Board Policy

Trustees were provided with policies from other districts and research pertaining to memorials on school campuses. The Board discussed benefits, challenges, and logistics of allowing memorials on Santa Cruz City School campuses. Trustees gave direction for staff to form an ad hoc committee with the purpose of drafting a policy and/or guidance to support memorials in the District.

Pace & Flow of Meetings

Trustee discussed the pace and flow of meetings and how to optimize time during board meetings to allow for more questions and discussion.

Governance Calendar

Superintendent Munro reviewed the 2021-22 Governance Calendar and received input from the Board.

Staff Recognition

Superintendent Munro shared staff recognition that takes place throughout the school year. Trustees discussed incorporating recognition of staff into Trustee site visits and ways to show appreciation to site volunteers.

Meeting Evaluation

Trustees were asked to provide feedback on the study session by completing a written evaluation.

7.2. Potential Items for Futures Agenda

None.

8. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Tracy-Proulx adjourned this Study Session at 8:26 p.m.

Board Meeting Schedule Information

1. The Study Session on April 27, 2022, 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 Meeting on May 4, 2022, 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

Deb Tracy-Proulx, President
Board of Education

**MINUTES OF THE REGULAR MEETING
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
MAY 4, 2022**

Convene Closed Session

Board President Tracy-Proulx called this Closed Session Meeting to order at 5:00 p.m.

Public Comments for Closed Session Agenda Items

None.

Convene Open Session

Board President Tracy-Proulx called this Regular Meeting Open Session to order at 6:30 p.m.

Attendance at Meeting

Sheila Coonerty	John Owen	Cindy Ranii
Patricia Threet	Deb Tracy-Proulx	Claudia Vestal

Student Board Representative Destiny Silva

Kris Munro, Superintendent
Dorothy Coito, Assistant Superintendent, Educational Services
Jim Monreal, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human Resources
Members of the Audience

Absent: Board Representative Jeremy Shonick
Student Board Representative Laura Wang

Welcome and Format

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

3.2. Agenda Changes, Additions, or Deletions & Announcements

Added percentage sign on Tentative Agreement

PUBLIC COMMENTS

Director of Food Services, Amy Hedrick-Farr, shared that Friday, May 6th, is the 11th Annual National School Lunch Hero Day. She invited the Board and staff to join her in honoring the dedicated SCCS Food Services Staff on Friday.

SUPERINTENDENT'S REPORT

Superintendent's Report

Superintendent Munro shared that May 2-6 is the week of the teacher and SCCS is celebrating all certificated staff for the work they do for students and families. The District continues to implement COVID mitigation measures. Superintendent Munro thanked Jory Berdan for working with CDPH to host three vaccine clinics on school campuses. Staff continue to write the Transitional Kindergarten plan. CTE students had the chance to participate in a mock interview competition. One to two representatives from each class were chosen to be interviewed by industry professionals. Staff continue to prepare for next school year, and social workers are setting up supports for families over the summer months. The SSC grading task force met and SCCS teachers attended to give input on grading. The Leadership PLC had its last meeting of the school year. Cabinet continues to meet and collaborate with the PAL team. The Human Resources department is busy filling positions for next school year. Superintendent Munro continues her meetings with staff and parent groups to discuss district budget and bond, and recently began attending facility master plan meetings. Elementary sites are hosting the open houses and DELAC had its last meeting of the school year.

Student's Report

Student Board Representative Destiny Silva shared that the film society is hosting their first film festival. The Class of 2022 is also hosting a fundraiser for grad night at the DeLaveaga driving range. Finally, the Spring Musical—a joint production between Harbor and Soquel High Schools—has been performing and tickets are available for staff, students, and the community.

BOARD MEMBERS' REPORTS

Board Members' Reports

Trustee Vestal shared that she was part of the group who welcomed the WASC team to Delta High School.

Trustee Threet visited the CTE BioTech class and witnessed a student debate. She was pleased to see students engaging in complex critical thinking skills and thanked Principal O'Meara and the teacher for coordinating the visit.

Trustee Ranii thanked District staff for the new ADA doors at the central office, making it easier for individuals to access the building. She also attended the LGBTQ+ Task Force where attendees were given an update on measures to make campuses safer for all students. Trustee Ranii thanked all the teachers for their hard work and took a moment to honor the teachers who had an impact on her life.

Vice President Owen attended the CTE Advisory meeting, which was held in person. He commended Director Hodges for her work and shared how pleased he is with the direction of the program. Vice President Owen also attended Music in the Park where the Santa Cruz High School band performed.

Trustee Coonerty did not have a report to share.

Board President's Report

Board President Tracy-Proulx thanked the teachers and certificated staff for all their work with students and the community.

APPROVAL OF MINUTES

1. MSP (Vestal/Owen) 4-2-0, the Board of Education approved the Minutes for February 23, 2022.
2. MSP (Coonerty/Vestal) 6-0, the Board of Education approved the Minutes for March 9, 2022.
3. MSP (Owen/Coonerty) 5-1-0, the Board of Education approved the Minutes for March 23, 2022.

GENERAL PUBLIC BUSINESS

Consent Agenda

8.1.1.1. Community Advisory Committee Representative, 8.1.1.2. Out of State Conference Request, 8.1.2.1. Purchase Orders, Bids, & Quotes, 8.1.2.2. Warrant Register, 8.1.2.3. Budget Transfers, 8.1.2.4. Third Quarter Investment Report, 8.1.2.5. Disposition of Surplus Property, 8.1.3.1. Personnel Actions—Certificated, 8.1.3.2. Personnel Actions—Classified, 8.1.3.3. Revised Job Description: Project Coordinator, 8.1.4.1. Revised Board Policy: 6141.2 Recognition of Religious Beliefs and Customs, 8.2.1.1. Contract: Learning Ally, 8.2.1.2. Residential Treatment Center Master Contract: Solstice West, 8.2.1.3. Memorandums of Understanding with Neighboring Districts, 8.2.1.4. Typing Agent License Agreement, 8.2.1.5. PDQ Deploy Annual Licensing Contract 22-23, 8.2.4.1. Legal Services Agreement 2022-23: Lozano Smith, 8.2.4.2. Legal Services Agreement 2022-23: Fagen, Friedman, Fulfroost, 8.3.1 Abacherli Fence Co.: Proposal: Santa Cruz High School Fence Reinstallation, 8.3.2. Art Grams: Proposal: Soquel High School Fitness Inspection Services, 8.3.3. Belli Architectural Group, Inc.: Change Order 1: Harbor High School Central Kitchen Freezer, 8.3.4. Communication Service Corporation: Proposal: Branciforte Small Schools Alternative Family Education Temperature Control, 8.3.5. Creative Window Interiors, Inc. Proposal Soquel High School Window Shades, 8.3.6. Dilbeck & Sons Inc.: Proposal: Santa Cruz High School New Doors, 8.3.7. Dilbeck & Sons, Inc.: Change Order 1: District Office Automatic Door Operators, 8.3.8. Kleinfelder: Proposal: Soquel High School Fitness Center Modernization Special Inspection and Materials Testing Services, 8.3.9. Kleinfelder: Proposal: Transportation Yard New Office Building Special Inspection and Materials Testing Services, 8.3.10. Lewis and Tibbitts Inc.: Change Order 3: Mission Hill Middle School Switchgear Replacement, 8.3.11. Locatelli Moving & Storage, Inc.: Proposal: Santa Cruz High School Moves, 8.3.12. M3 Environmental: Proposal: Harbor High School Kiln Room Abatement Oversight Services, 8.3.13. Moore Twining: Proposal: Santa Cruz High School C & D Modernization Special Inspection and Materials Testing, 8.3.14. Premier Inspection Services Proposal Transportation Building Inspections, 8.3.15. Ross Recreation: Proposal: DeLaveaga Elementary School Kinder Play Rubber Fall Protection & Site Work

Trustee Vestal motioned to approve the consent agenda. Vice President Owen seconded the motion.

The motion was passed by the following roll call vote:

Roll Call Vote:

Coonerty – Yes	Owen – Yes	Ranii – Yes	
Shonick – Absent	Threet – Yes	Tracy-Proulx – Yes	Vestal – Yes

Closed Session Items

Report of Actions Taken in Closed Session

Vice President Owen reported the following actions during closed session:

1. Ms. Coito provided trustees with information regarding student expulsion #06-21-22
2. Ms. Parks shared information with the Board on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments.
3. Ms. Parks shared information regarding Public Employee Discipline/Dismissal/Release/Complaints
4. Ms. Parks provided an update and received direction from the board regarding GSCFT negotiations
5. The Board discussed public employee performance evaluation (Govt. Code Section 54957)

Vote on Student Expulsion #06-21-22

Trustee Coonerty motioned to accept the District's recommendation and expel student #06-21-22. Trustee Vestal seconded the motion.

MSP(Coonerty/Vestal) 6-0, the Board of Education voted to expel student #06-21-22.

ITEMS TO BE TRANSACTED AND/OR DISCUSSED

8.5.1.1. Staff Report: Santa Cruz High School Band Update

Santa Cruz High School Band Director Christy Latham and student representatives Jonah Polissar, Jaden Ike and Cora Fisher shared with the board highlights from their recent trip to Southern California over Spring Break. The Santa Cruz High School band had a total of three performances. The first was a backstage studio session that gave students the opportunity to perform with a professional conductor and record four pieces of music. Second, the Jazz Band performed on a public stage in California Adventure. And finally, the Marching Band and Color Guard performed a march down Main Street in Disneyland. The students shared their experiences of all the performances and recordings of the performances were played for the Board and attendees. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.2.1. New Business: Parcel Tax Oversight Committee Annual Report

Assistant Superintendent Monreal presented the Parcel Tax Oversight Committee's Annual Report. The Parcel Tax Oversight Committee's bylaws call for an annual written report to be prepared and presented to the Board, which includes a written statement indicating whether the District's parcel tax revenue expenditures for the preceding year were made in accordance with the stated purposes of each parcel tax measure. The Parcel Tax Oversight Committee was satisfied that funds received for the fiscal year 2021-22 from Measures T, U, and O, were budgeted in accordance with the ballot language laid out in said Measures. Assistant Superintendent Monreal recommended approval of the Annual Report.

MSP(Vestal/Coonerty) 6-0, the Board of Education approved the Parcel Tax Oversight Committee Annual Report

8.5.1.2. Staff Report: Multi-Tiered Systems of Support: Student Study Teams & 504 Update

Director of Student Services Gail Atlansky, along with Westlake counselor Laura Gradiska, Mission Hill Middle School Principal Derek Kendall, and Harbor High School Assistant Principal Shad Coffey, presented the Student Study Teams and 504 Update. Student Study Teams are an instrumental protocol used at each school site to review data and evaluate the needs of a student who is struggling with academics, behavior and/or social emotional well-being. The Student Study Team is composed of the student's parent or guardian, school staff and, in secondary, the student, and the meeting provides all participants with an opportunity to share concerns and develop a plan. A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal of a 504 plan is to give the student equal access at school. These plans prevent discrimination and protect the rights of students with disabilities. In the last year, staff have focused on aligning and improving district-wide practices for Student Study Teams and 504 plans. Next year, staff will continue to provide training, support communication and track data. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

Public Comment: Teacher and GSCFT representative Matt Bruner shared that clearly written 504 plans greatly support the teachers in implementing the accommodations in the classroom. Mr. Bruner shared training that teachers receive to support and implement 504 plans in the classroom. He also commended the counselors for their work for track and support student 504 plans.

8.5.2.2. New Business: AB1200 for the SCCS/GSCFT Tentative Agreement

Assistant Superintendent Monreal reported that the AB1200 Disclosure of Costs for the proposed agreement for 2021-22 will provide a .0015 increase to the certificated salary schedule covered by the savings in benefits results from the switch to SISC to Sutter Plus, starting July 1, 2021. This .15% is in addition to the 2% and 2.75% negotiated previously for the 2021-22 salary schedule. This is an overall raise of 4.9% for 2021-22.

MSP(Coonerty/Owen) 6-0, the Board of Education approved AB1200 for the SCCS/GSCFT Tentative Agreement.

8.5.3.1. New Business: SCCS/GSCFT Tentative Agreement

Assistant Superintendent Parks shared that a tentative agreement was reached on April 14, 2022. The agreement between Santa Cruz City Schools and the Greater Santa Cruz Federation of Teachers includes a .15% increase on the 2021-22 salary schedule. The cost of the raise will be covered by the savings that resulted from the switch to SISC to Sutter Plus benefit plan. This raise is retroactive to July 1, 2022, for current employees and will not be applied to the stipend schedule.

MSP(Coonerty/Owen) 6-0, the Board of Education approved the SCCS/GSCFT Tentative Agreement.

8.5.3.2. Staff Report: Working Conditions Survey Report

Assistant Superintendent Parks presented an analysis of the last five years of data from the District's Working Conditions Survey for certificated employees and five years of data from the Working Conditions Survey for classified employees. Ms. Parks shared the strengths and opportunities gleaned from the survey. Principals and directors review the survey data with their staff to set goals. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

Public Comment: Teacher and GSCFT representative Matt Bruner shared his appreciation for the opportunity for staff to provide feedback during the workday. Mr. Bruner shared where he sees room for additional support and improvement, but on the whole stated that the District is going a good job supporting staff.

8.5.3.3. Staff Report: Partners of Administration and Labor Update

Assistant Superintendent Parks gave an update on the work done by the Partners of Administration and Labor. Certificated staff have been using this model at both the district and site levels, and staff plan to implement this partnership with classified staff next year. Principal Greg O'Meara and teachers Jessica Hoffschneider and Matt Bruner shared what the PAL model looks like at Soquel High, as well as successes they have had over the 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.

8.5.3.4. New Business: Resolution 33-21-22: Final Reduction in Particular Kinds of Service

Assistant Superintendent Parks presented Resolution 33-21-22. At the regular meeting on March 9, 2022, the Board approved Resolution 25-21-22 to eliminate 0.20 total full time equivalent (FTE) of particular kinds of service. The affected employee was notified of the preliminary layoff. The District and the GSCFT entered into a Side Letter Agreement on April 25, 2022, which settled the effects of the layoff. The affected employee was offered an additional 0.2 position in the area they were credentialed, but the offer was declined. Assistant Superintendent Parks recommended approval of Resolution 33-21-22. Trustees asked questions and had discussion.

MSP(Coonerty/Vestal) 6-0, the Board of Education approved Resolution 33-21-22.

8.5.3.5. New Business: SCCS 21-22 Sunshine Articles to SCCCE

Assistant Superintendent Parks presented the Santa Cruz City Schools 21-22 contract proposals to the Santa Cruz Council of Classified Employees. The contract proposals are being submitted for sunshining. This is in accordance with the Employees Relations Act for public notice of contract proposals before official negotiations may begin.

MSP(Coonerty/Owen) 6-0, the Board of Education approved the SCCS 21-22 Sunshine Articles to SCCCE.

8.5.4.1. New Business: Resolution 34-21-22: AB 361

Superintendent Munro presented Resolution 34-21-22. Pursuant to AB 361 and Government Code section 54953, school boards may authorize the use of remote teleconference if meeting in person would present imminent risks to the health or safety of attendees. Superintendent Munro recommended continuing in-person Board meetings with a Zoom option for individuals who prefer to attend remotely and approving Resolution 34-21-22 to allow the Board to return to remote meeting if needed for the health and safety of attendees.

Trustee Coonerty motioned to approved Superintendent Munro's recommendation. Trustee Vestal seconded the motion.

MSP(Coonerty/Vestal) 6-0, the Board of Education approved Resolution 34-21-22: AB 361.

8.5.5.2. Potential Items for Futures Agenda

None.

9. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Tracy-Proulx adjourned this Regular Meeting at 8:16 p.m.

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Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

Deb Tracy-Proulx, President
Board of Education

Addendum

Tribute to Terry Pearman

Terry Pearman was my mentor teacher or, as we said back in the day, “master” teacher at Santa Cruz HS from November 1981 to June 1982. Initially, I had my doubts that we were a good match. He was the son of a police chief, a no-nonsense, by the book, my-way-or-the-highway, religious, dot the I’s and cross the T’s kind of guy. I was a long hair whose background was remarkably dissimilar. But times were different back then. Differences in politics and culture were not be-alls and end-alls. Terry and I became friends. And when he was promoted to assistant principal at Santa Cruz HS at the end of that school year, he fought to get me hired. So, you could say that I owe my teaching career in Santa Cruz City Schools to Terry.

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Terry died in the fall. I am hoping that, post-covid, his wonderful wife Sue and his three surviving children will host a memorial service for him up in the Sacramento area. In the meantime, for myself, these few words will have to suffice.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Purchase Orders, Bids and Quotes

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the purchase orders, quotes, bids and proposals from 04/25/2022 through 05/18/2022.

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. Also included for pre-approval are 2021-22 purchase orders which will be entered before the next regular Board meeting for Facility Services, Transportation, Food Services, and Central Purchasing for routine supplies and services.

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 \$99,100 for contracted work other than Public Works Projects and \$60,000 to \$99,100 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 CUPCCAA Public Works Projects projected to cost \$99,100 and over, or for materials and supplies in the sum of \$99,100 or over unless a Cooperative Purchasing Agreement is being utilized under PCC 20118. Under CUPCCAA contracts may be awarded up to \$60,000 without additional quotes. Informal bidding

AGENDA ITEM: 8.1.2.1.

procedures are followed for Public Works projects from \$60,000 to \$200,000 and a formal bid 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 04/25/2022 - 05/18/2022

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO22-00041	OTTLEY INC DBA BLUE	Transportation	TRAN	01	TRANSPORT:HOM	93,100.00
PO22-00050	PACIFIC COAST ATHLE	Open PO for League Fees	HHS	01	Measure T	500.00
PO22-00052	CIF-CCS	Open PO for Sports Fees	HHS	01	Measure T	4,340.00
PO22-00065	SC COAST ATHLETIC	Open PO-League Dues	HHS	01	Measure T	13,198.00
PO22-02120	LUX BUS AMERICA	Bus for Music Trip	HHS	01	Measure T	2,358.60
PO22-02333	REBECCA J BRYAN	Bryan, Rebecca: NPS Travel Reimbursement	SPED	01	SE:STATE LOCAL	699.20
PO22-02334	CUSTOMINK LLC	Open PO for Band & Choir T-shirts	MHMS	01	DONATIONS	1,800.00
PO22-02335	THE DIVERSITY CENTE	QYLA Sponsorship 21-22	SUPT	01	NO REPORTING RI	600.00
PO22-02336	HEINEMANN	Heinemann Workshop	DLEL	01	ESSER II	760.00
PO22-02337	AMAZON CAPITAL SERV	Books for Ms. Brooks	BMS	01	DONATIONS	300.00
PO22-02338	SCHOOL SERVICES OF	WORKSHOP/CONSTRUCTION BASICS & ACCTNG FOR J. LACEY	FIN	01	OTHER RESTRICT	275.00
PO22-02339	ENTERPRISE RENT-A-C	FS Van Repairs Rental Agr#6098DN	FS	13	CHLD NUTR:SCHO	1,644.90
PO22-02340	CATTOS GRAPHICS INC	FS Van Repairs	FS	13	CHLD NUTR:SCHO	546.25
PO22-02341	VENTURA COUNTY OFFI	CTE Credential Program	CURR	01	CAREER TECHNIC	950.00
PO22-02342	NORTH BAY FORD	FS Van repairs	FS	13	OTHER RESTRICT	5,948.99
PO22-02343	LELAND STANFORD JR	Civic Online Reasoning Conference	CURR	01	ESSER III ARP	380.00
PO22-02344	PALACE BUSINESS SOL	SQ LIBRARIAN CHAIRS	M&O	21	Bond A Secondar	719.40
PO22-02345	SAFEGWAY STORES INC	Open PO Safeway-Graduation	BSS	01	NO REPORTING RI	200.00
PO22-02346	CDW GOVERNMENT INC.	TWO (2) HP PRODESK 400 G6	BUSN	01	NO REPORTING RI	2,591.79
PO22-02347	PROCORE TECHNOLOGIE	BOND PROEJECT MANAGEMENT SOFTWARE	M&O	21	Bond A Secondar	48,373.17
PO22-02348	SANTA CRUZ COUNTY S	Outdoor Science School - CFP	BVEL	01	DONATIONS	17,864.00
PO22-02349	PEDX COURIER & CARG	CFP/POSTERING SERVICES for March 5 job fair	HR	01	NO REPORTING RI	50.00
PO22-02350	PALACE BUSINESS SOL	ERGO CHAIR FOR K MOKER	SQHS	01	OTHER RESTRICT	562.69
PO22-02351	LEARNING ALLY INC	Learning Ally Lisc & Workshop	SPED	01	SE:LOCAL ASSIST	1,457.00
PO22-02352	ACTIVATE LEARNING L	Active Physics for Soquel HS	CURR	01	LOTTERY:INSTRU	24,217.39
PO22-02353	DILBECK & SONS INC	TACK BOARD	M&O	01	ONGOING & MAJO	430.00
PO22-02354	JOSTENS INC	CFP-SCHOLARSHIP YEARBOOKS	SQHS	01	OTHER RESTRICT	730.00
PO22-02355	AMAZON CAPITAL SERV	TABLECLOTHS, DECOR, ENV FOR GRADUATION	SQHS	01	NO REPORTING RI	158.82
PO22-02356	APPLE COMPUTER INC	iPad and Accessories for Curr Directors	CURR	01	NO REPORTING RI	1,018.24
PO22-02357	GRIZZLY INDUSTRIAL	SUMMER SCHOOL CTE Class - parts for wood lathes	CURR	01	ELO ESSERIII LL	466.72
PO22-02358	BENCHMARK EDUCATION	ESY ELA Curriculum	SPED	01	Sped Learn Rec	2,069.49
PO22-02359	LANDSCAPE STRUCTURE	*DLV PLAY EQUIP RETROFIT	M&O	21	Bond A Elem	98,427.12
PO22-02360	AMAZON CAPITAL SERV	ELEM SUMMER SCHOOL - Open PO for supplies	CURR	01	ELO ESSERIII LL	5,000.00
PO22-02361	SANTA CRUZ COUNTY S	COUNTY SEWER CHARGES	FIN	01	NO REPORTING RI	39,565.87
PO22-02362	SANTA CRUZ COUNTY B	Ref Fees for Flag Football and Volleyball	BMS	01	Measure U	2,240.00

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Description

Includes Purchase Orders dated 04/25/2022 - 05/18/2022

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO22-02363	M & M PARTY RENTALS	B40MS Promotion 5/26/22 - Chair and Stage Rental	BMS	01	NO REPORTING RI	2,350.00
PO22-02364	SANTA CRUZ SOUND CO	B40MS Promotion 5/26/22 - Sound rental	BMS	01	NO REPORTING RI	575.00
PO22-02365	JOSTENS INC	GRADUATION STOLES/CAPS	SCHS	01	NO REPORTING RI	335.29
PO22-02366	RYAN MCCARTY DBA SA	CFP-BASKETBALL OFFICIALS	SCHS	01	Measure T	1,250.00
PO22-02367	DIVISION OF STATE A	SCH BACKSTOP DSA FEE	M&O	21	Bond A Secondar	2,464.00
PO22-02368	AMAZON CAPITAL SERV	TIP & ROLL STACK CHAIR/DESK MOVER	SQHS	01	OTHER RESTRICT	212.59
PO22-02369	SC COAST ATHLETIC	CFP-DUES/REFS/FEES	SCHS	01	Measure T	10,413.52
PO22-02370	BOSCO CONSTRUCTION	SERVICE TO INSTALL SIGNAGE	HHS	01	OTHER RESTRICT	7,366.00
PO22-02371	AMERICAN RED CROSS	CFP-CPR TRAINING	SQHS	01	Measure T	756.00
PO22-02372	SC SYSTEMS	EMERGENCY RED PHONE INSTALLATION MULTI SITE	M&O	01	NO REPORTING RI	1,200.00
PO22-02373	CIF-CCS	CFP-SPRING SPORT FEE-LACROSSE	SQHS	01	Measure T	80.00
PO22-02374	PACIFIC COAST ATHLE	CFP-LEAGUE FEES-FOOTBALL	SQHS	01	Measure T	250.00
PO22-02375	SC COAST ATHLETIC	CFP-SCCAL FEES & ASSESSMENT PER TEAM	SQHS	01	Measure T	9,098.54
PO22-02376	DON JOHNSTON INC	Reading supports: Snap & Read lisc for IEP	SPED	01	SE:STATE LOCAL	64.80
PO22-02377	AMAZON CAPITAL SERV	OPEN ORDER: ESY teacher materials - 8 teachers	SPED	01	SE:STATE LOCAL	800.00
PO22-02378	AMAZON CAPITAL SERV	Graduation Decorations	HHS	01	NO REPORTING RI	813.39
PO22-02379	IDENTISYS INC	FS Software/Support/Training	FS	13	CHLD NUTR:SCHO	588.86
PO22-02380	FLAGS USA LLC	California Flag--OK Per Jim Monreal	MHMS	01	NO REPORTING RI	63.00
PO22-02381	GRAY'S MUSICAL INST	Clarinet Repair for Westlake/Bayview music teacher	CURR	01	Measure U	50.00
PO22-02382	DILBECK & SONS INC	SCHS GYM FLOOR SLEEVES	M&O	01	OTHER RESTRICT	3,023.28
PO22-02383	PLAY IT AGAIN SPORT	CFP-WEIGHT ROOM EQUIPMENT	SQHS	01	Measure T	1,699.15
PO22-02384	ABACHERLI FENCE CO	SCH FENCE REINSTALLATION	M&O	21	Bond A Secondar	1,285.00
PO22-02385	COMMUNICATION SERVI	B40SS AFE IDF HVAC	M&O	21	Bond A Elem	8,096.03
PO22-02386	CREATIVE WINDOW IN	SQ ADMIN WINDOW SHADE	M&O	21	Bond A Secondar	1,990.00
PO22-02387	ART GRAMS INSPECTIO	SQ FITNESS INSPECTION	M&O	21	Bond A Secondar	17,500.00
PO22-02388	DILBECK & SONS INC	SCH EXTERIOR DOORS	M&O	21	Bond A Secondar	36,960.00
PO22-02389	KLEINFELDER INC	SQ FITNESS MOD TESTING	M&O	21	Bond A Secondar	21,565.00
PO22-02390	KLEINFELDER INC	TRANSPORTATION BLDG INSPECTIONS	M&O	21	Bond A Secondar	44,550.00
PO22-02391	LOCATELLI MOVING &	SCH CLASSROOM RELOCATION	M&O	21	Bond A Secondar	10,157.00
PO22-02392	M3 ENVIRONMENTAL CO	HH KILN ROOM ABATEMENT OVERSIGHT	M&O	21	Bond A Secondar	8,409.00
PO22-02393	MOORE TWINING ASSOC	SCH C&D INSPECTIONS	M&O	21	Bond A Secondar	22,703.00
PO22-02394	PREMIER INSPECTION	TRANSPORTATION IOR	M&O	21	Bond A Secondar	23,920.00
PO22-02395	GARY J GERY ARCHITE	MASTER PLAN UPDATE	M&O	25	OTHER RESTRICT	48,500.00

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Description

Includes Purchase Orders dated 04/25/2022 - 05/18/2022

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO22-02396	ROSS RECREATION EQU	*DLV KINDER PLAYGROUND SITE WORK	M&O	21	Bond A Elem	190,153.45
PO22-02397	ROSS RECREATION EQU	*DLV KINDER PLAYGROUND PIP	M&O	21	Bond A Elem	104,246.84
PO22-02398	CONTINENTAL ATHLETI	CFP-FOOTBALL RECONDITIONING	SQHS	01	NO REPORTING RI	6,892.13
PO22-02399	HART FLOOR CO.	HH REMOVE & REPLACE GYM FLOOR (WATER DAMAGE)	M&O	01	ONGOING & MAJO	5,881.00
PO22-02400	ACCO-WILSON INC DBA	B-40SS AFE PORTABLES BARD UNITS NOT WORKING	M&O	01	ONGOING & MAJO	618.75
PO22-02401	CENGAGE LEARNING	CFP Gale eBook	HHS	01	NO REPORTING RI	50.00
PO22-02402	AMAZON CAPITAL SERV	Graduation Stoles	HHS	01	NO REPORTING RI	1,693.68
PO22-02403	AMAZON CAPITAL SERV	Open PO for promotion expenses-Per DO	MHMS	01	NO REPORTING RI	750.00
PO22-02404	SAVVAS LEARNING COM	Social Science for 2022-23 (G1, S1)	DLEL	01	LCFF SUPP FUNDI	3,353.18
PO22-02405	AMAZON CAPITAL SERV	Graduation Decorations	HHS	01	NO REPORTING RI	543.62
PO22-02406	UC REGENTS OF CALIF	Field Trips - CFP	BVEL	01	DONATIONS	525.00
PO22-02407	APPLE COMPUTER INC	13-inch MacBook Pro for Dorothy	EDSV	01	NO REPORTING RI	1,888.06
PO22-02408	AMAZON CAPITAL SERV	SECONDARY Summer School Open PO for CTE supplies	CURR	01	ELO ESSERIII LL	1,000.00
PO22-02409	AMAZON CAPITAL SERV	SEC Summer School Open PO Credit Recovery supplies	CURR	01	ELO ESSERIII LL	1,000.00
PO22-02410	PDQ.COM CORPORATION	PDQ Renewal	IT	01	NO REPORTING RI	1,000.00
Total						982,226.80

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Warrant Register

MEETING DATE: June 1, 2022

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 04/26/2022 through 5/20/2022.

AGENDA ITEM: 8.1.2.2.

Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0998329	05/02/2022	ACSA	650.00
0998330	05/02/2022	AMERICAN PSYCHIATRIC ASSOCIATION PUBLISHING	509.95
0998331	05/02/2022	AV NOW INC	739.65
0998332	05/02/2022	AVID CENTER	28,875.00
0998333	05/02/2022	B & H PHOTO-VIDEO REMITTANCE PROCESSING CTR	1,058.53
0998334	05/02/2022	BIO-RAD LABORATORIES, INC	619.12
0998335	05/02/2022	BOOKSHOP SANTA CRUZ INC	527.29
0998336	05/02/2022	BSN SPORTS LLC	714.32
0998337	05/02/2022	CAROLINA BIOLOGICAL	1,139.48
0998338	05/02/2022	CDW GOVERNMENT INC.	2,075.75
0998339	05/02/2022	CENTRAL HOME SUPPLY	470.81
0998340	05/02/2022	COAST PAPER & SUPPLY	840.13
0998341	05/02/2022	COMPLETE MAILING SERVICE INC	830.79
0998342	05/02/2022	CPM EDUCATIONAL PROGRAM	942.59
0998343	05/02/2022	DANIELSEN CO.	9,790.20
0998344	05/02/2022	DEMCO INC	181.05
0998345	05/02/2022	DICK BLICK CO.	8,116.58
0998346	05/02/2022	DIESELWORKS	4,116.00
0998347	05/02/2022	EAI EDUCATION	4,037.36
0998348	05/02/2022	EXPLORING HAND THERAPY TREATMENT2GO	79.99
0998349	05/02/2022	GOLD STAR FOODS	10,518.13
0998350	05/02/2022	GRAY'S MUSICAL INSTRUMENTS	594.62
0998351	05/02/2022	HCI AUDIOMETRICS - A/R	6,277.24
0998352	05/02/2022	HEINEMANN	1,081.58
0998353	05/02/2022	HENRY SCHEIN INC	2,197.82
0998354	05/02/2022	JW PEPPER & SON INC	2,236.54
0998355	05/02/2022	KATIE EICHOLZ	2,858.24
0998356	05/02/2022	LEARNING WITHOUT TEARS	282.42
0998357	05/02/2022	LENZ ARTS	921.28
0998358	05/02/2022	NASCO EDUCATION	3,661.27
0998359	05/02/2022	NORTH BAY FORD	157.38
0998360	05/02/2022	NSAV	97.97
0998361	05/02/2022	OFFICE DEPOT	84.00
0998362	05/02/2022	OLIVER PACKAGING & EQUIPMENT	2,184.63
0998363	05/02/2022	P & R PAPER SUPPLY COMPANY INC	4,340.89
0998364	05/02/2022	P&A ADMINISTRATIVE SERVICES	228.00
0998365	05/02/2022	PALACE BUSINESS SOLUTIONS	9,201.33
0998366	05/02/2022	PERMA BOUND DIVISION INC	3,602.09
0998367	05/02/2022	PLANNED PARENTHOOD	550.00
0998368	05/02/2022	POSITIVE DISCIPLINE COMMUNITY RESOURCES	2,875.00
0998369	05/02/2022	PRODUCERS DAIRY FOODS INC	2,934.69
0998370	05/02/2022	RIDDELL ALL AMERICAN	8,008.52
Unpaid Tax			10.56
Expensed Amount			8,019.08
0998371	05/02/2022	SAFEWAY STORES INC ACCT 58624	75.40
0998372	05/02/2022	SAGE PUBLICATIONS, INC	79.43
0998373	05/02/2022	SAN LORENZO LUMBER AND HOME CENTER	999.30
0998374	05/02/2022	SAVVAS LEARNING COMPANY LLC	3,211.66
0998375	05/02/2022	SCHOLASTIC INC.	329.67

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0998376	05/02/2022	SCHOLASTIC INC.	3,434.22
0998377	05/02/2022	SCHOOL DATEBOOKS INC	441.02
0998378	05/02/2022	SOCIAL STUDIES SCHOOL SERVICES	1,910.94
		Unpaid Tax	31.10
		Expensed Amount	1,942.04
0998379	05/02/2022	SOQUEL HIGH ASB	120.00
0998380	05/02/2022	SOUL SHOPPE PROGRAMS	2,021.65
0998381	05/02/2022	STAPLES ADVANTAGE	3,902.42
0998382	05/02/2022	SYSCO FOOD SERVICES OF SF	3,038.88
0998383	05/02/2022	TFR MOTOR SPORTS	450.00
0998384	05/02/2022	THE LIBRARY STORE INC	206.77
0998385	05/02/2022	VIRCO INC	204.84
0998386	05/02/2022	WATSONVILLE COAST PRODUCE	3,021.65
0998387	05/02/2022	WOODWIND AND BRASSWIND	58.20
0998388	05/02/2022	WPS	618.95
0998389	05/02/2022	YOUR FUTURE IS OUR BUSINESS	8,000.00
0998390	05/02/2022	ZOO PHONICS	284.89
		Unpaid Tax	3.48
		Expensed Amount	288.37
0998391	05/02/2022	CARD SERVICE CENTER	145.00
0998392	05/02/2022	Alexander, Mikaela N	165.00
0998393	05/02/2022	Brown, Stefanie D	60.22
0998394	05/02/2022	Goldfarb, Sara A	307.76
0998395	05/02/2022	Spiers, Amy E	36.38
0998396	05/02/2022	Vanderplas, Justyn F	85.46
0998397	05/02/2022	Grogan, Denice M	50.00
0998398	05/02/2022	Houser, Kenée M	9.48
0998399	05/02/2022	Parks, Molly C	302.39
0998400	05/02/2022	Hedrick-Farr, Amy R	608.30
0998401	05/02/2022	Partida Sanchez, Alma M	150.42
0998402	05/02/2022	Boscacci, Peter R	177.28
0998403	05/02/2022	Fleisch, Dylan L	164.10
0998404	05/02/2022	Bettar, Brian K	315.13
0998405	05/02/2022	Brown, Danielle M	205.39
0998406	05/02/2022	Olson, Tyler	135.21
0998407	05/02/2022	Boyd, Daniel J	48.53
0998408	05/02/2022	ABACHERLI FENCE CO	1,125.00
0998409	05/02/2022	ACCO ENGINEERED SYSTEMS	495.00
0998410	05/02/2022	AMAZON CAPITAL SERVICES	94.49
0998411	05/02/2022	APPI	393.23
0998412	05/02/2022	AUTO ELECTRIC SPECIALIST	676.23
0998413	05/02/2022	CALIFORNIA PREMIER RESTORATION	3,875.00
0998414	05/02/2022	CARBONIC SERVICE INC	296.80
0998415	05/02/2022	CENTRAL COAST SYSTEMS INC	250.00
0998416	05/02/2022	CENTRAL HOME SUPPLY	2,218.32
0998417	05/02/2022	CINTAS CORPORATIONS	491.60
0998418	05/02/2022	DIRECT LINE TELE RESPONSE	114.00
0998419	05/02/2022	ELITE INTERACTIVE SOLUTIONS LLC	5,626.05

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0998420	05/02/2022	EWING IRRIGATION PRODUCTS	218.38
0998421	05/02/2022	FERGUSON ENTERPRISES	359.98
0998422	05/02/2022	GEO H WILSON	23,856.62
0998423	05/02/2022	HOME DEPOT INC	697.55
0998424	05/02/2022	INDEPENDENT ELECTRICAL SUPPLY	29.92
0998425	05/02/2022	INDEPENDENT RENTAL CO	489.81
			Unpaid Tax .84
			Expensed Amount 490.65
0998426	05/02/2022	KELLY MOORE PAINT CO	836.20
0998427	05/02/2022	KELLY MOORE PAINT CO	43.51
0998428	05/02/2022	KELLY MOORE PAINT CO	190.87
0998429	05/02/2022	KELLY MOORE PAINT CO	158.92
0998430	05/02/2022	KELLY MOORE PAINT CO	99.95
0998431	05/02/2022	NORTH BAY FORD	130.77 *
Cancelled on 05/11/2022			
0998432	05/02/2022	PACIFIC COAST TRANE - A/R	464.00
0998433	05/02/2022	RIBBS PLUMBING INC	5,000.00
0998434	05/02/2022	RJMS CORPORATION DBA TOYOTA MATERIAL	880.76
0998435	05/02/2022	SAN LORENZO LUMBER AND HOME CENTER	393.08
0998436	05/02/2022	SANTA CRUZ RECORDS MANAGEMENT	45.00
0998437	05/02/2022	TRAVIS PRIOR DBA PRIORS TIRES	30.00
0998438	05/02/2022	BARTOS ARCHITECTURE INC	37,348.75
0998439	05/02/2022	DEVELOPMENT GROUP INC	6,898.76
0998440	05/02/2022	DILBECK & SONS INC	35,510.00
0998441	05/02/2022	DIVISION OF STATE ARCHITECT	625.00
0998442	05/02/2022	MOBILE MODULAR MGMT CORP	689.71
0998443	05/02/2022	AMAZON CAPITAL SERVICES	18,633.12
			Unpaid Tax 6.52
			Expensed Amount 18,639.64
0998444	05/02/2022	ABRITE ORGANIZATION, THE	148,165.63
0998445	05/02/2022	ACP DIRECT	2,404.63
0998446	05/02/2022	APPLE COMPUTER INC	8,601.95
0998447	05/02/2022	AT&T	4,148.42
0998448	05/02/2022	BAY CENTRAL PRINTING INC	623.95
			Unpaid Tax 3.14
			Expensed Amount 627.09
0998449	05/02/2022	BSN SPORTS LLC	10,407.11
0998450	05/02/2022	CDW GOVERNMENT INC.	1,888.45
0998451	05/02/2022	CENTRAL HOME SUPPLY	1,476.19
0998452	05/02/2022	CIF-CCS	1,360.00
0998453	05/02/2022	CRUZIO	49.95
0998454	05/02/2022	DIVERSITY CENTER SAFE SCHOOLS PROGRAM	600.00
0998455	05/02/2022	FLYERS ENERGY LLC	7,118.42
0998456	05/02/2022	FOLLETT CONTENT SOLUTIONS LLC	1,228.88
0998457	05/02/2022	GREENBACKER DBA MAGNOLIA SUN LLC	6,463.36
0998458	05/02/2022	GS DIRECT LLC	6,603.81
0998459	05/02/2022	LINCOLN AQUATICS	9,793.80
0998460	05/02/2022	OFFICE DEPOT	93.93
0998461	05/02/2022	PACIFIC COAST ATHLETIC LEAGUE	250.00

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0998462	05/02/2022	PALACE BUSINESS SOLUTIONS	81.75
0998463	05/02/2022	PAR INC	329.40
0998464	05/02/2022	PG&E	64,858.99
0998465	05/02/2022	PHOENIX CERAMICS SUPPLY	5,777.31
0998466	05/02/2022	REBECCA J BRYAN	699.20
0998467	05/02/2022	SAN LORENZO LUMBER AND HOME CENTER	325.92
0998468	05/02/2022	SANTA CRUZ AUTO PARTS INC	4.84
0998469	05/02/2022	SANTA CRUZ COUNTY BASKETBALL ASSOCIATION	1,000.00
0998470	05/02/2022	SANTA CRUZ SAW & TOOL	81.75
0998471	05/02/2022	SCHOOL HEALTH CORPORATION	291.85
			Unpaid Tax .04-
			Expensed Amount 291.81
0998472	05/02/2022	SOLAR ENERGY OF AMERICA LLC	4,541.26
0998473	05/02/2022	SOLARCITY LMC SERIES 1 LLC	4,559.94
0998474	05/02/2022	SOQUEL CREEK WATER DISTRICT	110.87
0998475	05/02/2022	SOQUEL NURSERY GROWERS INC	405.04
0998476	05/02/2022	SOUL SHOPPE PROGRAMS	900.00
0998477	05/02/2022	THE RIO THEATRE	500.00
0998478	05/02/2022	VISTA HIGHER LEARNING INC	2,915.25
0999033	05/09/2022	O'Brien, Casey P	55.71
0999034	05/09/2022	Dew, Christopher	63.68
0999035	05/09/2022	Sammet, Caroline L	274.69
0999036	05/09/2022	Smith, Chad M	140.00
0999037	05/09/2022	Carvajal, Soledad	36.38
0999038	05/09/2022	Reber, Michelle M	116.37
0999039	05/09/2022	Pizzica, Jessica K	228.79
0999040	05/09/2022	Hedrick-Farr, Amy R	565.07
0999041	05/09/2022	Schutz, Matthew C	211.13
0999042	05/09/2022	Bettar, Brian K	115.98
0999043	05/09/2022	Hennig, Iver J	904.30
0999044	05/09/2022	Burke, Kathleen A	92.25
0999045	05/09/2022	Bouchti, Mohamed Amine	79.00
0999046	05/09/2022	Ferejohn Swett, Marissa R	183.42
0999047	05/09/2022	Humburg, Jessica T	198.84
0999048	05/09/2022	Pfeiffer, Nehal T	147.47
0999049	05/09/2022	Rovick, Leif L	194.41
0999050	05/09/2022	Castaneda, Frances	15.61
0999051	05/09/2022	Cramer, Adrienne C	107.36
0999052	05/09/2022	Lambert, Beatriz E	35.67
0999053	05/09/2022	Lenz, Kristen F	56.93
0999054	05/09/2022	Miller, Tatiana F	64.71
0999055	05/09/2022	Norman, Holly A	163.95
0999056	05/09/2022	North, Kristine A	6.46
0999057	05/09/2022	Riccabona, Sarah R	198.81
0999058	05/09/2022	Vallance, Elizabeth	262.47
0999059	05/09/2022	AMAZON CAPITAL SERVICES	29,795.28
			Unpaid Tax .74-
			Expensed Amount 29,794.54

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0999060	05/09/2022	ADVANCED WORKPLACER STRATEGIES INC	295.00
0999061	05/09/2022	AMANDA PACKER	1,980.00
0999062	05/09/2022	AUDIO DYNAMIX INC	5,610.32
0999063	05/09/2022	BIOMETRICS4ALL INC	220.00
0999064	05/09/2022	BOOKSHOP SANTA CRUZ INC	4,267.62
			Unpaid Tax .28
			Expensed Amount 4,267.90
0999065	05/09/2022	CATTOS GRAPHICS INC	546.25
0999066	05/09/2022	COMMUNITY PRINTERS INC	87.40
0999067	05/09/2022	COMPLETE MAILING SERVICE INC	1,317.67
0999068	05/09/2022	DEMCO INC	515.62
0999069	05/09/2022	DICK BLICK CO.	370.83
0999070	05/09/2022	EAN SERVICES LLC	1,644.90
0999071	05/09/2022	FOLLETT CONTENT SOLUTIONS LLC	477.97
0999072	05/09/2022	HARTFORD LIFE	3,131.28
0999073	05/09/2022	JW PEPPER & SON INC	1,015.57
0999074	05/09/2022	LUX BUS AMERICA	2,358.60
0999075	05/09/2022	NASCO EDUCATION	4,028.42
0999076	05/09/2022	NORCAL RECOGNITION PRODUCTS INC	2,519.92
0999077	05/09/2022	OFFICE DEPOT	2,868.80
0999078	05/09/2022	P & R PAPER SUPPLY COMPANY INC	1,055.88
0999079	05/09/2022	PEDX COURIER & CARGO	50.00
0999080	05/09/2022	PERMA BOUND DIVISION INC	5,259.29
0999081	05/09/2022	PHOENIX CERAMICS SUPPLY	144.71
			Unpaid Tax .33-
			Expensed Amount 144.38
0999082	05/09/2022	PIONEER VALLEY EDUCATIONAL PRESS INC	1,321.93
0999083	05/09/2022	PRODUCERS DAIRY FOODS INC	3,365.49
0999084	05/09/2022	RAY MORGAN CO.	266.66
0999085	05/09/2022	ROARING CAMP INC	1,089.30
0999086	05/09/2022	RYDIN DECAL	544.89
0999087	05/09/2022	SAFEWAY STORES INC ACCT 58624	220.65
0999088	05/09/2022	SAN LORENZO LUMBER AND HOME CENTER	195.56
0999089	05/09/2022	SANTA CRUZ COUNTY SCHOOLS JPA BUSINESS DEPARTMENT	17,864.00
0999090	05/09/2022	SANTA CRUZ MUNICIPAL UTILITIES	44,653.13
0999091	05/09/2022	SAVVAS LEARNING COMPANY LLC	565.64
0999092	05/09/2022	SC COAST ATHLETIC LEAGUE	7,583.84
0999093	05/09/2022	SCHOLASTIC INC.	219.78
0999094	05/09/2022	SCHOOL OUTFITTERS	978.19
0999095	05/09/2022	SOUTHEASTERN PERFORMANCE APPAREL	2,758.46
0999096	05/09/2022	STEVE TORRES MATCO TOOLS	393.25
0999097	05/09/2022	SYSCO FOOD SERVICES OF SF	1,964.31
0999098	05/09/2022	TEXTBOOK WAREHOUSE	232.16
0999099	05/09/2022	THE HARTFORD LTD ATTN: GROUP BENEFITS	3,856.68
0999100	05/09/2022	THE LIBRARY STORE INC	198.10
0999101	05/09/2022	TRIBAL EYE PRODUCTIONS	435.50
0999102	05/09/2022	VENTURA COUNTY OFFICE OF EDUCATION	950.00
0999103	05/09/2022	WATSONVILLE COAST PRODUCE	1,086.50

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0999104	05/09/2022	WOODWIND AND BRASSWIND	27.57
0999105	05/09/2022	A SIGN ASAP	93.29
0999106	05/09/2022	ACCO ENGINEERED SYSTEMS	8,662.57
0999107	05/09/2022	ACE PORTABLE SERVICES	105.90
0999108	05/09/2022	APPI	1,689.82
0999109	05/09/2022	CENTRAL COAST SYSTEMS INC	701.02
0999110	05/09/2022	CINTAS CORPORATIONS	289.95
0999111	05/09/2022	COAST PAPER & SUPPLY	2,944.56
			Unpaid Tax .20-
			Expensed Amount 2,944.36
0999112	05/09/2022	COMCAST	281.08
0999113	05/09/2022	CONSOLIDATED PLUMBING INC	9,480.00
0999114	05/09/2022	CREATIVE WINDOW INTERIORS INC	1,790.00
			Unpaid Tax 2.41-
			Expensed Amount 1,787.59
0999115	05/09/2022	EWING IRRIGATION PRODUCTS	497.69
0999116	05/09/2022	FERGUSON ENTERPRISES	119.28
0999117	05/09/2022	HINES PEST & WEED CONTROL DBA R AURIA INC	110.00
0999118	05/09/2022	HOME DEPOT INC	365.08
0999119	05/09/2022	INDEPENDENT RENTAL CO	1,545.33
0999120	05/09/2022	KELLY MOORE PAINT CO	323.47
0999121	05/09/2022	KELLY MOORE PAINT CO	33.58
0999122	05/09/2022	KELLY MOORE PAINT CO	71.01
0999123	05/09/2022	KELLY MOORE PAINT CO	124.93
0999124	05/09/2022	KELLY MOORE PAINT CO	115.14
0999125	05/09/2022	KELLY MOORE PAINT CO	80.80
0999126	05/09/2022	KELLY MOORE PAINT CO	40.13
0999127	05/09/2022	KNORR SYSTEMS	1,072.50
0999128	05/09/2022	LINCOLN AQUATICS	3,129.82
0999129	05/09/2022	RIVERSIDE LIGHTING	91.55
0999130	05/09/2022	SANTA CRUZ RECORDS MANAGEMENT	190.00
0999131	05/09/2022	SC SYSTEMS	550.00
0999132	05/09/2022	UNITED RENTALS	279.85
			Unpaid Tax .10-
			Expensed Amount 279.75
0999133	05/09/2022	ACE PORTABLE SERVICES	1,149.25
0999134	05/09/2022	COLBI TECHNOLOGIES INC	1,955.00
0999135	05/09/2022	CRW INDUSTRIES INC	100,284.18
0999136	05/09/2022	K&D LANDSCAPING INC	20,688.00
0999137	05/09/2022	LEACH GROUP INC	4,160.00
0999138	05/09/2022	ONE WORK PLACE L FERRARI LLC	9,703.83
0999139	05/09/2022	PROCORE TECHNOLOGIES INC	44,277.50
0999140	05/09/2022	VERDE DESIGN INC	17,510.50
0999141	05/09/2022	JACOB PAPPAS	500.00
0999142	05/09/2022	ACCO BRANDS USA LLC	491.00
0999143	05/09/2022	AMAZON CAPITAL SERVICES	503.49
0999144	05/09/2022	BENCHMARK EDUCATION CO.	5,245.20
0999145	05/09/2022	BOOKSHOP SANTA CRUZ INC	4,295.14

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
		Unpaid Tax	.07
		Expensed Amount	4,295.21
0999146	05/09/2022	CANON FINANCIAL SERVICES INC	25,684.15
0999147	05/09/2022	CDW GOVERNMENT INC.	2,310.00
0999148	05/09/2022	COMMUNITY PRINTERS INC	43.70
0999149	05/09/2022	CUSTOM INK LLC	1,070.46
0999150	05/09/2022	DICK BLICK CO.	413.57
0999151	05/09/2022	FLORAL SUPPLY SYNDICATE	554.59
		Unpaid Tax	.64-
		Expensed Amount	553.95
0999152	05/09/2022	FLYERS ENERGY LLC	50.91
0999153	05/09/2022	FOLLETT CONTENT SOLUTIONS LLC	567.15
0999154	05/09/2022	JOSTENS INC	1,309.29
		Unpaid Tax	1.33
		Expensed Amount	1,310.62
0999155	05/09/2022	JW PEPPER & SON INC	241.41
0999156	05/09/2022	MARIA E ARIAGNO BALLARD MPT	656.25
0999157	05/09/2022	NORTH BAY FORD	5,948.99
		Unpaid Tax	.29
		Expensed Amount	5,949.28
0999158	05/09/2022	OFFICE DEPOT	94.90
0999159	05/09/2022	PALACE BUSINESS SOLUTIONS	686.70
0999160	05/09/2022	PHOENIX CERAMICS SUPPLY	989.59
0999161	05/09/2022	RAY MORGAN CO.	271.33
0999162	05/09/2022	SAFEWAY STORES INC ACCT 58624	356.90
0999163	05/09/2022	SISC	506,787.50
0999164	05/09/2022	STAPLES ADVANTAGE	151.20
0999165	05/09/2022	SYSCO FOOD SERVICES OF SF	1,880.24
0999166	05/09/2022	TEXTBOOK WAREHOUSE	1,600.13
0999739	05/16/2022	A-Z BUS SALES INC	352.35
0999740	05/16/2022	AT&T	1,069.93
0999741	05/16/2022	BOOKSHOP SANTA CRUZ INC	127.72
0999742	05/16/2022	CAMCORDER & CAMERA REPAIR CTR	727.12
		Unpaid Tax	4.35-
		Expensed Amount	722.77
0999743	05/16/2022	CDW GOVERNMENT INC.	8,867.25
		Unpaid Tax	1.66-
		Expensed Amount	8,865.59
0999744	05/16/2022	COAST PAPER & SUPPLY	928.49
		Unpaid Tax	.46
		Expensed Amount	928.95
0999745	05/16/2022	COMMUNITY PRINTERS INC	322.29
0999746	05/16/2022	COMPLETE MAILING SERVICE INC	341.46
0999747	05/16/2022	DANIELSEN CO.	12,493.59
0999748	05/16/2022	DOMINOS/3 AMIGOS PIZZA INC	2,034.00
0999749	05/16/2022	EWING IRRIGATION PRODUCTS	412.84
0999750	05/16/2022	FLYERS ENERGY LLC	3,239.39
0999751	05/16/2022	FOLLETT CONTENT SOLUTIONS LLC	2,656.52

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0999752	05/16/2022	FOLLETT SCHOOL SOLUTIONS	818.98
0999753	05/16/2022	GOLD STAR FOODS	14,307.48
0999754	05/16/2022	GREAT MINDS PBC	4,463.99
0999755	05/16/2022	GREENWASTE RECOVERY INC	6,833.04
0999756	05/16/2022	HENRY SCHEIN INC	74.28
0999757	05/16/2022	JERENE LACEY	4,203.00
0999758	05/16/2022	LEARNING WITHOUT TEARS	3,452.81
0999759	05/16/2022	MEDICAL BILLING TECHNOLOGIES	1,650.00
0999760	05/16/2022	OFFICE DEPOT	148.57
0999761	05/16/2022	P & R PAPER SUPPLY COMPANY INC	2,148.49
0999762	05/16/2022	P&A ADMINISTRATIVE SERVICES	182.50
0999763	05/16/2022	PALACE BUSINESS SOLUTIONS	140.60
0999764	05/16/2022	PRODUCERS DAIRY FOODS INC	3,226.95
0999765	05/16/2022	PSAT/NMSQT	468.00
0999766	05/16/2022	RAY MORGAN CO.	730.47
Unpaid Tax			3.36
Expensed Amount			733.83
0999767	05/16/2022	ROGER'S ATHLETIC COMPANY	6,967.32
0999768	05/16/2022	ROGER'S REFRIGERATION INC	2,866.76
0999769	05/16/2022	SAN LORENZO LUMBER AND HOME CENTER	366.38
0999770	05/16/2022	SANTA CRUZ COUNTY BASKETBALL ASSOCIATION	1,250.00
0999771	05/16/2022	SOQUEL CREEK WATER DISTRICT	9,434.43
0999772	05/16/2022	SOQUEL NURSERY GROWERS INC	524.58
0999773	05/16/2022	SPORTS IMPORTS INC L-2369	4,601.50
0999774	05/16/2022	SYSCO FOOD SERVICES OF SF	3,102.91
0999775	05/16/2022	WATSONVILLE COAST PRODUCE	4,599.23
0999776	05/16/2022	Saady, Stacey A	192.85
0999777	05/16/2022	Cameron, Kristen A	45.63
0999778	05/16/2022	Calden, Shannon W	699.74
0999779	05/16/2022	Hodges, Julia R	94.77
0999780	05/16/2022	Pizzica, Jessica K	61.01
0999781	05/16/2022	Boscacci, Peter R	305.19
0999782	05/16/2022	Greene, Shannon T	40.96
0999783	05/16/2022	Oderman, Matthew R	264.00
0999784	05/16/2022	Saylor, Alissa A	117.43
0999785	05/16/2022	Shimasaki, Lindsay	25.94
0999786	05/16/2022	Weckler, Rosario	87.63
0999787	05/16/2022	Wessels, Frank E	40.00
0999788	05/16/2022	Gerer, Jasmin I	126.46
0999789	05/16/2022	Gilbert, Lars J	103.58
0999790	05/16/2022	Poirier, Michelle E	106.28
0999791	05/16/2022	Somers, Marshall	97.58
0999792	05/16/2022	Uncapher, Erin	113.25
0999793	05/16/2022	Ferejohn Swett, Marissa R	268.75
0999794	05/16/2022	Rovick, Leif L	74.00
0999795	05/16/2022	ACE PORTABLE SERVICES	181.85
0999796	05/16/2022	CINTAS CORPORATIONS	81.05
0999797	05/16/2022	DILBECK & SONS INC	430.00
0999798	05/16/2022	EWING IRRIGATION PRODUCTS	600.56

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0999799	05/16/2022	GOT GOPHERS INC	1,825.00
0999800	05/16/2022	HINES PEST & WEED CONTROL DBA R AURIA INC	95.00
0999801	05/16/2022	HOME DEPOT INC	26.07
0999802	05/16/2022	INDEPENDENT ELECTRICAL SUPPLY	28.44
0999803	05/16/2022	KELLY MOORE PAINT CO	479.98
0999804	05/16/2022	KELLY MOORE PAINT CO	26.76
0999805	05/16/2022	KELLY MOORE PAINT CO	81.72
0999806	05/16/2022	KONE INC	1,926.45
0999807	05/16/2022	OFFICE DEPOT	360.93
0999808	05/16/2022	SANTA CRUZ RECORDS MANAGEMENT	55.00
0999809	05/16/2022	SC SYSTEMS	250.00
0999810	05/16/2022	SANTA CRUZ CITY SCHOOLS REVOLVING	52.50
0999811	05/16/2022	AMAZON CAPITAL SERVICES	11,456.28
			Unpaid Tax 9.81
			Expensed Amount 11,466.09
0999812	05/16/2022	AMERICAN RED CROSS TRAINING SERVICES	1,763.00
0999813	05/16/2022	B & H PHOTO-VIDEO REMITTANCE PROCESSING CTR	4,162.21
0999814	05/16/2022	CALIFORNIA DEPT OF JUSTICE ACCOUNTING OFFICE	1,941.00
0999815	05/16/2022	CIF-CCS	80.00
0999816	05/16/2022	COAST PAPER & SUPPLY	632.67
0999817	05/16/2022	CONTINENTAL ATHLETIC	6,892.13
0999818	05/16/2022	DANIELSEN CO.	5,971.62
0999819	05/16/2022	DICK BLICK CO.	598.65
0999820	05/16/2022	FAGEN FRIEDMAN & FULFROST LLP	2,312.00
0999821	05/16/2022	GOLD STAR FOODS	6,807.96
0999822	05/16/2022	GRAY'S MUSICAL INSTRUMENTS	100.00
0999823	05/16/2022	GREAT MINDS PBC	23,062.78
			Unpaid Tax .14-
			Expensed Amount 23,062.64
0999824	05/16/2022	JUNIOR LIBRARY GUILD	482.23
0999825	05/16/2022	KNORR SYSTEMS	637.25
0999826	05/16/2022	KONE INC	1,926.45
0999827	05/16/2022	NASCO	28.62
0999828	05/16/2022	NORCAL RECOGNITION PRODUCTS INC	8,521.50
0999829	05/16/2022	OTTLEY INC DBA BLUE WATER SEDANS	14,895.00
0999830	05/16/2022	PACIFIC COAST ATHLETIC LEAGUE	250.00
0999831	05/16/2022	PALACE BUSINESS SOLUTIONS	153.90
0999832	05/16/2022	PIONEER VALLEY EDUCATIONAL PRESS INC	17,105.27
0999833	05/16/2022	PLAY IT AGAIN SPORTS	1,699.15
0999834	05/16/2022	SANTA CRUZ COUNTY BASKETBALL ASSOCIATION	2,240.00
0999835	05/16/2022	SANTA CRUZ COUNTY SANITATION DISTRICT	39,565.87
0999836	05/16/2022	SANTA CRUZ, CITY OF	706.57
0999837	05/16/2022	SC COAST ATHLETIC LEAGUE	9,098.54
0999838	05/16/2022	SYSCO FOOD SERVICES OF SF	3,403.02
0999839	05/16/2022	THE PRINT GALLERY	491.63
0999840	05/16/2022	WATSONVILLE COAST PRODUCE	2,239.21
0999841	05/16/2022	WINCHESTER SOQUEL DBA NAPA AUTO PARTS	19.99
0999842	05/16/2022	ALBION ENVIRONMENTAL INC	3,107.38

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Checks Dated 04/26/2022 through 05/20/2022

Check Number	Check Date	Pay to the Order of	Check Amount
0999843	05/16/2022	DIVISION OF STATE ARCHITECT	2,464.00
0999844	05/16/2022	M3 ENVIRONMENTAL CONSULTING	3,964.00
0999845	05/16/2022	MOORE TWINING ASSOCIATES INC	2,977.00
0999846	05/16/2022	PREMIER INSPECTION SERVICES	4,025.00
817991	04/29/2022	Ignacio D Palomo Tirado	2,700.00 *
	Cancelled on 05/03/2022		
817992	04/29/2022	Daryle Williams	2,626.22 *
	Cancelled on 05/03/2022		
818117	05/05/2022	Ignacio D Palomo Tirado	2,700.00 *
	Cancelled on 05/04/2022		
818118	05/05/2022	Daryle Williams	2,626.22 *
	Cancelled on 05/04/2022		
Total Number of Checks			396
			1,892,531.08

	Count	Amount
Cancel	5	10,783.21
Net Issue		<u>1,881,747.87</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL/COUNTY SCHOOL	341	1,456,379.49
11	ADULT EDUCATION	2	1,728.32
13	CAFETERIA SPECIAL REVENUE	32	118,133.56
21	BUILDING	18	295,285.47
40	SPL RESV CAPITAL OUTLAY PRJ	4	9,781.66
73	FOUNDATION PRIVATE-PURPOSE TRU	1	500.00
Total Number of Checks		391	1,881,808.50
Less Unpaid Tax Liability			60.63
Net (Check Amount)			<u>1,881,747.87</u>

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Disposition of Surplus Property

MEETING DATE: June 01, 2022

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 JUNE 1, 2022

SURPLUS PROPERTY

DEPARTMENT: Harbor High School

	# Copies	Property Description	Year/Age	Condition	Value
1.	17	iMac 21.5" Core i5 (late 2012)	10 years	Obsolete	\$0
2.	2	HP desktop tower	10 years	Obsolete	\$0
3	1	Compaq desktop tower	10 years	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:** _____

SCCS BOARD OF EDUCATION**MEETING OF JUNE 1, 2022****SURPLUS PROPERTY****DEPARTMENT: Soquel High School**

	# Copies	Property Description	Year/Age	Condition	Value
1.	1	Makita Jointer/Planer, model 2030 N, 12.5" width 6" height	Unknown	Unknown	\$500
2.	1	Spindle Sander	Unknown	Unknown	\$150
3	1	Delta Unisaw 3hp 1ph 10" with Bies meyer Fence separate	20+ Years	Working/Rusty	\$1000
4.	1	Delta Unisaw SN88A04153 5hp 3ph 10"	30+ years	Working/Rusty	\$500
5.	1	Delta Unisaw 190-SNL03189 10" 3hp 1ph	25+ years	Working/Rusty	\$800
6.	1	Rodgers Horizontal Boring Machine	Unknown	Unknown	\$200
7.	1	Enco 14" Bandsaw MN 199-9005 3/4hp	26+ years	Working/Poor condition	\$400
8.	1	Baldor Bench grinder with floor stand SN 3-62 1/2hp 3ph	40+ years	Working/No guards	\$300
9.	1	Ryabi M#135-360 NR 1hp	20+ years	Working/Rusty	\$300
10.	1	Calf raise machine	Unknown	Ok condition	\$100
11.	1	Elliptical	Unknown	Below average condition	\$50
12.	1	Upper body cardio module	Unknown	Below average condition	\$50

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 SCHOOLS DISTRICT

AGENDA ITEM: Resolution #35-21-22 : Authorized Signatures 2022-23

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Resolution #35-21-22, District Signature Authorizations, for the period July 1, 2022 through June 30, 2023.

BACKGROUND:

Section 42632 of the Education Code requires that a majority of the members of the governing board sign all prelists, warrants or contracts, or that the governing board authorize an officer or employee of the District to sign such orders, warrants or contracts on behalf of the District. Education Code Section 42633 requires the governing board to file with the County Superintendent of Schools verified signatures of each person authorized to sign payroll and expenditure warrant orders or other district documents. At the beginning of each fiscal year, a new resolution is passed to reauthorize or modify signature authority.

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.

**A RESOLUTION OF THE GOVERNING BOARD OF
SANTA CRUZ CITY SCHOOLS
RESOLUTION # 35-21-22
DISTRICT SIGNATURE AUTHORIZATIONS**

WHEREAS, it is necessary for the effective operation of Santa Cruz City Schools that numerous documents be routinely signed, such as prelists, warrants, contracts, revolving cash checks, etc.; and

WHEREAS, California Education Code Section 42632 requires that all such documents bear the signature of a majority of the governing board of the district;

WHEREAS, California Education Code Section 42632 further provides that the governing board may delegate such signature authority to an officer or employee of the district; and

WHEREAS, California Education Code Section 42633 requires the Governing Board to file with the County Superintendent of Schools verified signatures of each person authorized to sign payroll and expenditure warrant orders and other district documents;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Santa Cruz City Schools authorize the employees listed on Exhibit A, within the limits imposed by law, to sign prelists, warrants, contracts, revolving cash checks and other documents on behalf of Santa Cruz City Schools; and

BE IT FURTHER RESOLVED that the true signatures of hand of each of personnel authorized to sign the documents listed in Exhibit A for the period of July 1, 2022 through June 30, 2023 are:

Superintendent:

Kris Munro



Asst. Superintendent, Business Services:

Jim Monreal



Asst. Superintendent, Educational Services

Dorothy Coito



Asst. Superintendent, Human Resources

Molly Parks



Director, Finance

Jerene Lacey



Supervisor, Finance

Suzanne Trincherro

Director of Food Services & Nutrition

Amy Hedrick-Farr



ADOPTED this first day of June, 2022, by the Board of Education of the Santa Cruz City Schools by the following roll call vote:

AYES:

NOES:

ABSENT OR NOT VOTING:

Attested to:

Secretary of the Governing Board
of Santa Cruz City Schools

President of the Governing Board
of Santa Cruz City Schools

SANTA CRUZ CITY SCHOOLS
Board Resolution # 35-21-22
Exhibit A

	Contracts	Purchase Orders	Vendor Warrant Orders	Payroll Warrant Orders	Revolving Cash Checks	Electronic Vendor Warrant Transfers	Cafeteria Clearing Account
Kris Munro Superintendent	✓	✓	✓	✓	✓	✓	✓
Jim Monreal Asst. Supt., Business Services	✓	✓	✓	✓	✓	✓	✓
Dorothy Coito Asst. Supt., Educational Services	✓	✓	✓	✓	✓		
Molly Parks Asst. Supt., Human Resources	✓	✓	✓	✓	✓		
Jerene Lacey Director, Finance	✓	✓	✓	✓	✓	✓	✓
Suzanne Trincherro Supervisor, Finance	✓	✓	✓	✓	✓	✓	✓
Amy Hedrick-Farr Director of Food Services & Nutrition		✓					✓

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel Actions

MEETING DATE: June 1, 2022

FROM: Molly Parks, Assistant Superintendent of Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the certificated personnel actions as submitted.

BACKGROUND:

The attached certificated personnel actions are submitted in accordance with District policy, California Education Code and the negotiated contract.

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.

2022-2023 APPOINTMENTS:

Certificated:

Kelly Arbor, 1.0 Resource Specialist / Special Day Class Teacher at Harbor High. Kelly's educational background includes a BA in History from Binghamton University (New York). She holds a Clear Education Specialist Instruction Credential for Mild to Moderate Disabilities and Moderate to Severe Disabilities and an English Learners Authorization. Kelly has eleven years of teaching experience and her status is Probationary 1.

Lindsay Downey, .40 Speech Therapist. Lindsay's educational background includes a BA in Linguistic from UC Santa Cruz and an MA in Communicative Disorders from San Jose State University. She will hold a Clear Speech-Language Pathology Services Credential. Lindsay has five years of experience and her status is Temporary.

Joanna Garcia, 1.0 School Counselor at Harbor High. Joanna's educational background includes a BS in Human Services from Valley City State University (North Dakota). She will hold an Intern Pupil Personnel Services Credential for School Counseling and her status is Probationary 0.

Madelyn Mcguigan, 1.0 3rd Grade Teacher at DeLaveaga Elementary. Madelyn's educational background includes a BA in Sociology from Eastern Mennonite University (Virginia) and an MA in Education from National University. She holds a Preliminary Multiple Subject Teaching and an English Learners Authorization. Madelyn has two years of teaching experience and her status is Temporary.

Melissa Schilling, 1.0 Special Day Class Teacher at Harbor High. Melissa's educational background includes a BA in Communications from the University of the Pacific and an MA in Agriculture from Cal Poly San Luis Obispo. Melissa holds a Preliminary Education Specialist Instruction Credential for Mild to Moderate Disabilities, an Autism Spectrum Disorder Authorization and an English Learners Authorization. Melissa has six years of teaching experience and her status is Probationary 2.

Madyson Smith, 1.0 2nd Grade Teacher at DeLaveaga Elementary. Madyson's educational background includes a BA in Liberal Studies from Cal Poly San Luis Obispo and an MA in Education from UC Santa Cruz. She holds a Preliminary Multiple Subject Teaching Credential and an English Learners Authorization. Madyson has two years teaching experience and her status is Temporary.

2021-2022 EXTRA WORK ASSIGNMENTS:

Marina Aceces Gagne, CAASPP Test Proctor, Mission Hill, 4/16/22 –5/15/22, not to exceed 10 hours

Amber Al Khatib-Sears, CAASPP Test Proctor, Mission Hill, 4/16/22 –5/15/22, not to exceed 5 hours

Adam Anapolsky, Saturday School Supervision, Santa Cruz High, 4/16/22 –6/15/22, not to exceed 8 hours

Branna Banks, Summer School Counselor, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 75 hours.

Alyssa Beltran, Elementary Summer School Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 130 hours.

Thomas Bentley, Summer School CTE Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 148 hours.

Peter Boscacci, Summer School CTE Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 148 hours.

Danielle Brown, ELD Summer Curriculum Planning, Curriculum, Intervention & Assessment, 5/16/22 – 6/30/22, not to exceed 10 hours.

Leah Browne, Summer Credit Recovery Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 158 hours.

Kristen Cameron, Secondary ELD Coaching & Curriculum, Curriculum, Intervention & Assessment, 4/16/22 – 6/15/22, not to exceed 20 hours.

Kristen Cameron, ELD Summer Curriculum Planning, Curriculum, Intervention & Assessment, 5/16/22 – 6/30/22, not to exceed 10 hours.

Anne Cappiello, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 15 hours.

Nearthey Cernasky, Summer School Poetry Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 148 hours.

2021-2022 EXTRA WORK ASSIGNMENTS (continued):

John Churilla, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Shelby Dong, Elementary Summer School Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 130 hours.

Lauren Elward, Summer School Math Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 180 hours.

Payam Gregory Etemadzadeh, Re-Imaging Civics Education, Curriculum, Intervention & Assessment, 4/16/22 – 5/15/22, not to exceed 5 hours.

Shannon Greene, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 5 hours.

Raymond Guzzetta, Summer School PE Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 115 hours.

Rhea Hadzis, CAASPP Test Proctor, Mission Hill, 4/16/22 – 5/15/22, not to exceed 2 hours

Cynthia Hart, Summer School Cooking & Web Design Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 148 hours

Gwendolyn Heskett, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Zoe Iyer, Summer School Math Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 180 hours.

Lorna Johnson, Substitute School Counselor, Mission Hill, 4/16/22 – 5/15/22, not to exceed 31 hours.

Megan Johnson, DRA Assessments, DeLaveaga Elementary, 1/16/22 – 6/15/22, not to exceed 16 hours.

Bradley King, Summer School PE Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 40 hours.

Jamin Laney, Summer Credit Recovery Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 158 hours.

2021-2022 EXTRA WORK ASSIGNMENTS (continued):

Nicole Lang, Summer School Art Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 148 hours.

Jill Murgia, CAASPP Test Proctor, Mission Hill, 4/16/22 – 5/15/22, not to exceed 7 hours

Suzanne Ordway, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Ryan Ouse, Jazz Band, Branciforte Middle, 4/16/22 – 5/15/22, not to exceed 10 hours.

Jana Peale, History & Social Science Curriculum Development, Curriculum, Intervention & Assessment, 4/16/22 – 6/15/22, not to exceed 4 hours.

Desiree Perez, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Steve Perez, Extra School Counselor Work, Mission Hill Middle, 3/16/22 – 6/15/22, not to exceed 35 hours.

Lisa Price, Workshop Style Learning Consultation with Principal, DeLaveaga Elementary, 2/16/22 – 6/15/22, not to exceed 8 hours.

Elaina Ramer, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 3 hours.

Ayla Reed, Elementary Summer School Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 130 hours.

Esteban Reyes, Elementary Summer School Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 130 hours.

Mary Anne Robb, Test Proctor, Branciforte Small Schools, 4/16/22 – 6/15/22, not to exceed 20 hours.

Julie Rogers, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 5 hours.

Stacey Saady, Edgenuity Training, Curriculum, Intervention & Assessment, 3/16/22 – 4/15/22, not to exceed 2 hours.

2021-2022 EXTRA WORK ASSIGNMENTS (continued):

Stacey Saady, Lead Summer Credit Recovery Teacher, Curriculum, Intervention & Assessment, 3/16/22 – 6/30/22, not to exceed 174 hours.

Stacey Saady, Sources of Justice Speaker Series, Curriculum, Intervention & Assessment, 4/16/22 – 5/15/22, not to exceed 2 hours.

Melissa Schilling, CAASPP Test Proctor, Mission Hill, 4/16/22 – 5/15/22, not to exceed 3 hours

Margaret Starrett Woodcock, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Susan Tellez, Employee TB Risk Assessments, 6/8/22 – 6/30/22, Human Resources, not to exceed 40 hours.

Hannah Tool, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 10 hours.

Hart Walsh, ELD Summer Curriculum Planning, Curriculum, Intervention & Assessment, 5/16/22 – 6/30/22, not to exceed 10 hours.

Carina Wandel, Summer Credit Recovery Teacher, Curriculum, Intervention & Assessment, 6/1/22 – 6/30/22, not to exceed 158 hours.

Katrina Wedding, PLCs, Harbor High, 3/16/22 – 6/15/22, not to exceed 5 hours.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel Actions

MEETING DATE: June 1, 2022

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 5/20/22*

• Employment Actions Concerning Regular Assignments •

Probationary (New Hires or Temporary Employees Made Regular):

Cavazos, Nicholas, System Support Specialist - IT, 8 hrs/12 mos, effective 5/2/22

Kelsch, Shelby, Administrative Assistant - SP, 8 hrs/12 mos, effective 5/16/22

Decrease FTE:

Marquez, Ashley, Paraeducator-After School - GA, from 3 hrs/9 mos to 3.9 hrs/9 mos, effective 10/7/21

Sturgeon, Rishelle, Career Development Specialist - SP, from 3.8 hrs/9 mos to 6 hrs/9 mos, effective 8/10/22

Increase FTE:

Welch, Callie, Paraeducator-Sped - BSS, from 3.9 hrs/9 mos to 5 hrs/9 mos, effective 8/10/22

Out of Class:

Noguera, Marion, Program Coordinator-After School - MH, not to exceed 32 hrs, 1/20 - 5/18/22

Retirement:

Ashton, Gerri, Paraeducator-Sped - BSS, 5 hrs/9 mos, effective 8/6/22

Corbella, Judy, Paraeducator-Sped - MHMS, 5 hrs/9 mos, effective 6/18/22

Tolentino, Angelica, Paraeducator-Sped - SCHS, 5 hrs/9 mos, effective 5/31/22

Separation from Service:

Alfaro, Dalia, Paraeducator - BMS, 3.8 hrs/9 mos, effective 5/13/22

Bajurin, Laura, Paraeducator & Paraeducator-Academic Intervention - GA, 3 hrs/9 mos, effective 5/30/22

Barde, Jade, Behavior Technician-Sped - HHS, 5.2 hrs/9 mos, effective 5/30/22

Cuenca, Jessica, Paraeducator-Sped - WL, 5 hrs/9 mos, effective 5/31/22

Day Smith, Kiauna, School Administrative Assistant II - MH, 6 hrs/10 mos, effective 5/30/22

Diaz Perez, Juan, Behavior Technician-Sped - HHS, 5.2 hrs/9 mos, effective 5/30/22

Furness, Maura, Mental Health Specialist - BSS & SP, 4.8 hrs/10 mos, effective 5/31/22

Garcia, Joanna, School Administrative Assistant - HHS, 8 hrs/11 mos, effective 6/30/22

Garcia Vazquez, Ignacio, Night Custodian - SC, 8 hrs/12 mos, effective 4/29/22

Gaynor, James, Campus Safety Supervisor - HHS, 8 hrs/9 mos, effective 6/30/22

AGENDA ITEM 8.1.3.1.

Grishaw-Jones, Claire - WL, Paraeducator 3 hrs/9 mos and Yard Duty Monitor .6 hrs/9 mos, effective 5/31/22

Herman, Janet, Paraeducator-Sped - WL, 3 hrs/9 mos, effective 5/30/22

Murphy, James, Paraeducator-After School - GA, 3.9 hrs/9 mos, effective 5/31/22

Naranjo, Velia - BV, Paraeducator, 3 hrs/9 mos & Yard Duty Monitor, .75 hrs/9 mos, effective 5/30/22

Orozco, Marlene, Yard Duty Monitor - DL, 2.8 hrs/9 mos, effective 5/16/22

Ortiz, Mikayla, Paraeducator-After School - GA, 3.2 hrs/9 mos, effective 5/31/22

Perez, Autumn, Behavior Technician-Sped - BMS, 6.5 hrs/9 mos, effective 8/4/22

Raygoza, Richard, Human Resource Technician - HR, 8 hrs/12 mos, effective 4/29/22

Rodriguez, Yolanda, Program Coordinator-After School - BMS, 3.6 hrs/9 mos, effective 5/31/22

Silverman, Erin, Paraeducator-After School - BMS, 2 hrs/9 mos, effective 5/31/22

Sutlick, Nicole, Paraeducator-Sped - WL, 5 hrs/9 mos, effective 5/30/22

Waters, Emma, Playground/Recess Coach - WL, 3 hrs/9 mos, effective 5/30/22

Waters, Sierra, Behavior Technician-PBIS - DL, 7 hrs/9 mos, effective 6/6/22

• **Limited Term Projects (not to exceed 126 days)/Substitutes** •

New Temporary Employees: None

Temporary Employees:

Aumack, Stacy, Paraeducator-Sped - BV, not to exceed 6 hrs, 5/16 - 6/15/22

Bone, Timothy, Night Custodian - BV, not to exceed 16 hrs, 4/16 - 6/15/22

Bone, Timothy, Night Custodian - M/O, not to exceed 30 hrs, 4/21 - 6/30/22

Bone, Timothy, Night Custodian - SCHS, not to exceed 100 hrs, 4/15 - 6/15/22

Cortes, Abigail, Night Custodian - M/O, not to exceed 40 hrs, 4/16 - 6/30/22

Cortes, Abigail, Night Custodian - WL, not to exceed 24 hrs, 4/16 - 5/15/22

Cuttriss, Jessica, Nutrition Outreach Instructional Specialist - FS, not to exceed 240 hrs, 4/16 - 6/30/22

Diaz Asencio, Jose, Night Custodian - DL, not to exceed 40 hrs, 5/2 - 6/15/22

Gembe, Emmanuel, Night Custodian - SC, not to exceed 43 hrs, 4/16 - 6/15/22

Hayes, Patricia, Project Coordinator - M/O, not to exceed 35 hrs, 4/28 - 6/30/22

Nguyen, Jonathan, Paraeducator-Sped - SP, not to exceed 10 hrs, 4/16 - 5/15/22

Nguyen, Jonathan, Yard Duty Monitor - WL, not to exceed 2.5 hrs, 4/16 - 5/15/22

Rodriguez, Michael, Campus Safety Supervisor - MHMS, not to exceed 40 hrs, 5/16 - 5/26/22

AGENDA ITEM 8.1.3.1.

Rooks, Natalie, Paraeducator-Academic Intervention - MHMS, not to exceed 17 hrs, 4/16 - 5/15/22

Senoff, Joseph, Paraeducator-Academic Intervention - HHS, not to exceed 85 hrs, 4/27 - 6/15/22

Tremblay, David, Library/Media Assistant - WL, not to exceed 15 hrs, 4/16 - 5/15/22

Williams, Luke, Paraeducator-Sped - SP, not to exceed 10 hrs, 4/16 - 5/15/22

Zamora, Mario, Night Custodian - BSS, not to exceed 40 hrs, 4/16 - 6/15/22

Zamora, Mario, Night Custodian - DL, not to exceed 40 hrs, 5/6 - 6/15/22

Zamora, Mario, Night Custodian - M/O, not to exceed 70 hrs, 5/2 - 6/30/22

Zamora, Mario, Night Custodian - WL, not to exceed 16 hrs, 4/16 - 5/15/22

Regular Employees (Extra Hours or Limited Term Assignments):

Adams, Andrew, Paraeducator - BV, not to exceed 57 hrs, 5/2 - 5/31/22

Adams, Andrew, Yard Duty Monitor - BV, not to exceed 14.25 hrs, 5/2 - 5/31/22

Auble, Sara, ELPAC Proctor - BV, not to exceed 25 hrs, 4/11 - 6/15/22

Bachman, Isabella, Paraeducator-Academic Intervention - Curr, not to exceed 100 hrs, 6/7 - 6/30/22

Chavez, Audrey, Paraeducator-Academic Intervention - Curr, not to exceed 100 hrs, 6/7 - 6/30/22

Corbin, Sydney, Paraeducator-After School - MHMS, not to exceed 20 hrs, 1/20 - 5/18/22

Cusirramos, Mirella, Paraeducator-After School - Curr, not to exceed 192 hrs, 5/31 - 6/30/22

Dew, Christopher, Paraeducator-After School - BV, not to exceed 84 hrs, 4/18 - 6/15/22

Franks, Dorothy, School Administrative Assistant IV - WL, not to exceed 3 hrs, 4/16 - 5/15/22

Garcia-Montesdeoc, Yesenia, Paraeducator-After School - Curr, not to exceed 160 hrs, 6/7 - 6/30/22

Gonzales, Elisa, ELPAC Proctor - BV, not to exceed 6 hrs, 4/18 - 5/13/22

Gregoire, Paula, Paraeducator-After School - BV, not to exceed 63.5 hrs, 5/20 - 6/15/22

Layne, Sean, School Bus Driver - TR, not to exceed 5 hrs, 4/28 - 5/27/22

LeBlanc, Erica, ELPAC Proctor - BV, not to exceed 15 hrs, 4/11 - 6/15/22

Lopez, Areli, Paraeducator-After School - Curr, not to exceed 192 hrs, 5/31 - 6/30/22

Marizette, Gail, Office Assistant - BV, not to exceed 75 hrs, 4/27 - 6/30/22

Marizette, Gail, School Administrative Assistant IV - BV, not to exceed 6 hrs, 5/2 - 5/26/22

Martinez, Rosa, Program Coordinator-After School - Curr, not to exceed 192 hrs, 5/31 - 6/30/22

McDonald, Kristin, Mental Health Specialist - Curr, not to exceed 160 hrs, 6/7 - 6/30/22

AGENDA ITEM 8.1.3.1.

Moreno, Eduardo, Campus Safety Supervisor - Curr,
Noguera, Marion, Program Coordinator-After School - MH, not to exceed 38 hrs, 1/20 - 5/18/22
Novak, Theresa, Paraeducator-Academic Intervention - Curr, not to exceed 105 hrs, 6/1 - 6/30/22
Perez, Felix, Paraeducator-After School - Curr, not to exceed 192 hrs, 5/31 - 6/30/22
Perez, Ricardo, Head Custodian - SCHS, not to exceed 8 hrs, 4/16 - 5/15/22
Schultz, Robert, Playground/Recess Coach - MHMS, not to exceed 8 hrs, 5/15 - 6/15/22
Serna Castaneda, Jessica, ELPAC Proctor - Curr, not to exceed 15 hrs, 4/16 - 6/15/22
Serna Castaneda, Jessica, Program Assistant - Curr, not to exceed 144 hrs, 5/31 - 6/30/22
Serna Castaneda, Jessica, Translator - SPT, not to exceed 1.5 hrs, 5/16 - 6/15/22
Sihler, Kris, Trainer Lead School Bus Driver - TR, not to exceed 30 hrs, 5/16 - 6/30/22
Torres Guillen, Reyna, Program Assistant - Curr, not to exceed 120 hrs, 6/1 - 6/30/22
Waters, Peggy, Yard Duty Monitor - WL, not to exceed 90 hrs, 3/16 - 6/15/22

Retired Employees:

Ledbetter, Dorothee, SCCOE Science & Environmental Literacy, not to exceed \$150, 9/16/21 - 5/15/22

• Eligibility Lists Established •

Campus Safety Supervisor
Human Resource Technician
Library Media Assistant
Program Coordinator After School Programs
School Administrative Assistant II

SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: New Job Description: Paraeducator-Transitional Kindergarten (TK)

MEETING DATE: June 1, 2022

FROM: Molly Parks, Assistant Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the classified job description for Paraeducator-Transitional Kindergarten (TK)

BACKGROUND:

This position is necessary to meet staffing requirements for the expansion of Transitional Kindergarten (TK) program at the elementary school sites.

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:

Assuming 8 hours/day, 9 months/year, at least one (1) position at each of the four (4) elementary sites. The cost for each is as follows:

Step 1 – Step 6, including Health & Welfare: \$ 62,181 - \$ 72,291

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

JOB DESCRIPTION

PARAEDUCATOR-TRANSITIONAL KINDERGARTEN (TK)

DEFINITION:

The job of Paraeducator-Transitional Kindergarten (TK) is to assist assigned teachers and after school staff in the supervision, instruction, and positive support of students; delivering and/or reinforcing lesson content with small pull-out groups; monitoring students during testing or other non-classroom times, including after school programs; and assisting with record keeping, material preparation and production, room organization and other non-instructional activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Adapts classroom work under the direction of the teacher/staff for the purpose of providing a method to support and/or reinforce lesson plans.
- Communicates with supervising instructional staff, and professional support personnel for the purpose of assisting in evaluating progress and/or implementing learning objectives.
- Implements instructional programs as directed by the classroom teacher to improve students' academic, social, and behavioral success.
- Provides support to the teacher by setting up work areas, displays and exhibits, operating equipment and distributing and collecting paper, supplies, and materials.
- Performs minor housekeeping tasks to maintain a neat, clean, orderly, and safe classroom and playground environment.
- Performs special projects and prepare materials on behalf of the classroom teacher.
- Maintains classroom instructional materials, manual and electronic records, and supplies.
- Monitors students in a variety of settings (i.e. classroom, library, playground activities, field trips, etc.) to ensure a safe, orderly, and positive learning environment.
- Participates in the implementation of goals and collection of data for the purpose of meeting goals and/or district benchmarks.
- Assists in monitoring lunchroom, recess, and other playground activities.
- Leads indoor and outdoor activities; accompanies students on field trips as assigned.

OTHER DUTIES:

- Administers first aid and assists with personal hygiene needs.
- Performs reasonably related job functions as may be required for the purpose of supporting other personnel in the completion of their work activities.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years' experience working with children. College course work in psychology, elementary education, and/or child growth and development may be substituted for experience.
- Under Every Student Succeeds Act (ESSA), special qualifications supported by Title I funds include:

- Completed at least two (2) years of study at an institution of higher education or –
- Obtained an associate's or higher degree (college level) or –
- Through a formal state or local academic assessment, can demonstrate the knowledge of, and the ability to assist in instructing reading, writing, and mathematics.

Knowledge of:

- General principles and practices of early childhood development.
- Concepts of child growth, development and behavior characteristics of preschool-age children.
- District policies, rules and regulations.
- Basic instructional methods and techniques.
- Basic subjects taught in District schools, including math, grammar, spelling, language and reading.
- Classroom procedures and appropriate student conduct.
- Safe practices in classroom and playground activities.
- English usage, spelling, grammar and arithmetical concepts.
- Routing, filing and record keeping procedures.
- Oral and written communication skills.
- Operation of a variety of office and classroom equipment.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Basic record-keeping techniques.

Ability to:

- Provide care, supervision and learning activities to preschool-age children.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Demonstrate a patient, receptive, and empathic attitude toward children.
- Establish and maintain cooperative working relationships with children and adults.
- Maintain a clean, safe, attractive and positive learning environment.
- Understand and follow oral and written directions.
- Demonstrate cross-cultural sensitivity and respect.
- Observe health and safety regulations.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Perform clerical duties related to classroom activities.
- Establish and maintain cooperative and effective working relationships with others.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Communicate effectively both orally and in writing.
- Operate of a variety of office and classroom equipment.

WORKING CONDITIONS:**Work Environment:**

- Indoor/Outdoor environment.

Physical Demands:

- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of materials and observe children.
- Standing, sitting or walking for extended periods of time.
- Bending at the waist, kneeling or crouching to assist children.
- Lifting and carrying moderately heavy objects or children.
- Reaching overhead, above the shoulders or horizontally to reach supplies.

Hazards:

- Potential contact with body fluids.

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: 5/3/22

Approved by Governing Board: TBD (next meeting is on 6/1/22)

Salary Range: 25

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Your Future is Our Business Annual Agreement 2022-23

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the annual contract with Your Future is Our Business for 2022-23 as part of the Career Technical Education Incentive Grant requirement.

BACKGROUND:

Your Future is Our Business is a local non-profit formed in 1993 by the Santa Cruz Chamber of Commerce education committee. Their mission is to provide every Santa Cruz County student with opportunities to discover a fulfilling and successful career. To do this, they bring schools and businesses together to support students in becoming Santa Cruz County's next generation of workers.

Santa Cruz City Schools currently receives support from Your Future is Our Business in many ways. The Advancement Via Individual Determination (AVID) program receives support in bringing career speakers to each of Santa Cruz City Schools secondary campuses. They provide support in the organization and planning for the 11th grade Career Expo held at each high school.

Santa Cruz City schools also receives support from Your Future is Our Business to implement portions of the Santa Cruz City Schools three-year Career and Technical Education Plan. Specifically, Your Future is Our Business supports Santa Cruz City Schools in the following ways:

- Formalize industry partnerships for every Career and Technical Education pathway available with Santa Cruz City Schools
- Prepare and plan for the Career and Technical Education Advisory Committee meetings
- Provide coaching and support to Career and Technical Education counselors and teachers on special assignment
- Implement a Career Technical Student Organization, a federal requirement for districts with Career and Technical Education programs

In the 2021-22 school year SCCS had more than 1,300 high school students enrolled in Career and Technical Education courses at the three comprehensive high schools and Costanoa. This is almost one half of the high school students in Santa Cruz City Schools, which means Your Future is Our Business supports the refinement of one of the district's biggest programs—one that is

AGENDA ITEM: 8.2.1.1.

directly aimed at meeting Santa Cruz City Schools district goal #1: Ensuring every student is prepared to successfully access post-secondary college and career opportunities.

Evaluation Criteria

Santa Cruz City Schools uses two different Career and Technical Education self-assessment tools provided by the California Department of Education. The first is called “The 12 Elements of a High-Quality Career and Technical Education Program” and the other is a rubric based on these twelve elements of a high-quality Career and Technical Education program. These assessments give the district a tool to measure the progress and growth of its Career and Technical Education programs. As the services Your Future is Our Business are in direct alignment and support of the Santa Cruz City Schools Career and Technical Education three-year plan, Santa Cruz City Schools should see specific improvements in three of the twelve Elements of a High-Quality Career and Technical Education Program.

FISCAL IMPACT:

\$25,000. Career and Technical Education Incentive Grant 2022-23 (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.

AGENDA ITEM: 8.2.1.1.

YOUR FUTURE IS OUR BUSINESS

399 Encinal Street, Santa Cruz, CA 95060
Yourfutureisourbusiness@gmail.com YFIOB.org

Date: May 2, 2022

To:
Santa Cruz City Schools
Julia Hodges

From:
Your Future Is Our Business
399 Encinal Street
Santa Cruz, CA 95060

Description of Services

Santa Cruz City Schools
2022-2023

STATEMENT OF PURPOSE

Your Future Is Our Business will provide sustainable career activities for students and work with administrators and educators to develop systems that support those activities to advance the implementation of the CTE pathways as well as enhance the success of students in Santa Cruz City Schools District for the 2022-2023 school year.

Direct Services to Students

- **Work Based Learning Activities for Students**

Provide, at teacher or TOSA request:

- *Motivational Career Speakers in the Fall 2022*
- *Career Days*
- *Career Speakers*
- *Career Panels*
- *Informational Interviews*
- *Job Shadow*
- *Mock Interviews*
- *Internships*
- **College and Career Expos (High Schools): Partnership and support for organizing College and Career Expo events at Santa Cruz High School, Soquel High School, Harbor High School and Costanoa High School.**
Students will have the opportunity to visit 10-20 professional/organization exhibitors to learn more about the career/career field that they are interested in. Exhibitors answer students' questions and provide information on how to get started in that career or career field. College representatives (Cabrillo, UCSC, CSUMB) also are present to provide

support and direction for students interested in further exploring certain career fields or topics.

- **What to Be, Informational Interview Radio Show/Podcast: What To Be** (<http://soundcloud.com/what-to-be>) (<https://what-to-be.pinecast.co/>) is a 30 minute educational radio show/podcast that airs every Sunday at 7pm on KSQD Santa Cruz and is available to stream on most major podcast platforms and Soundcloud. During the show, we interview people from a variety of careers in order to learn more about what they do and how they got into their line of work. The goal of the show is to inform students and community members about what that career actually entails, to bring awareness to new careers, and to share their inspiring career journey. Episodes are shared with students and educators in Santa Cruz County.
- **Support in getting industry &/or community members, matched to CTE pathways, into CTE classrooms to support with the final Portfolio presentations and/or conduct mock interviews**
- **Provide Industry partners for teachers as needed**
- **Provide YFIOB Intern to support CTSO clubs at each high school as needed**
- **Support SCCS in providing competition opportunities:**
 - YFIOB will provide opportunities for students to compete at a local level
 - YFIOB will include a CTE teacher in the competition planning committees
 - 100% matched Industry Partners for judging Career Readiness Competition.
 - YFIOB will provide funding (\$3,200) for students winning district Career Readiness Competition

INDIRECT SERVICES TO STUDENTS

YFIOB partners:

- Will support in planning for the district CTE Advisory
 - Support and coach of Sheri Williams, CTE Counselor
 - Support and coach Jenny Angelacos, CTE TOSA
 - Strengthen Career Readiness Competitions: increased teacher participation, and addition of work samples in a digital format
 - Support in organizing a districtwide advisory meeting for teachers to meet with their industry partners to get feedback on their course curriculum
 - CTSO Club Development and implementation

Total YFIOB Services for Outlined Initiatives: \$25,000

Invoices will be submitted:
October 30th, 2022 \$9000
December 31st, 2022 \$8000
March 31st, 2023 \$8000

Signature/Date

Yvette Brooks, YFIOB Executive Director

Date

Signature/Date

Santa Cruz City Schools

Date

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Consultant Services Agreement: Organized Binder

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Consultant Services Agreement for Organized Binder at Harbor High School.

BACKGROUND:

Organized Binder will continue to train Harbor High School teachers to help 9th grade students organize through the use of a common binder system in all of their core classes. This color-coded system is implemented by teachers to help students create a predictable and dependable classroom routines. The program develops students' time and task management, study strategies and organizational skills. At least one follow-up session per semester will be scheduled to check in with the teachers implementing the Organized Binder system. This is annual renewal and is part of the Harbor High School site plan.

FISCAL IMPACT:

\$5,500 LCFF Supplemental (Restricted)

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.

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: Harbor High School Principal/Director: Tracey Runeare

Describe Work to be Performed and District and Site Goals Supported:

Qualifications of Consultant: _____

Name of Consultant: Organized Binder

Tax I.D.# or SSN: 82-2875402

(Vendor Data form to Purchasing)

Address: PO Box 161404

Telephone #: 415-341-5200

City/State/Zip: Sacramento, CA 95816

Email: billing@organizedbinder.com

Date(s) of Service: 2022-23 Academic School Year

Time: _____

Number of Hours: _____ hours per day X _____ days = _____ total hours.

Hourly/Daily Rate (specify): _____

Meals: _____

Lodging: _____

Transportation: _____

TOTAL FEE TO BE PAID: \$ 5,500.00

Account #: 01-0700-0-1110-2140-5800-033-0000

Write out meaning of account number: LCFF

Approval of Business Services verifying account: _____

Date: _____

Authorized Signature of Consultant: [Signature]

Date: 05/03/2022

(NOTE: Consultant must submit invoice for payment upon completion of work)

Signature of Administrator Requesting Service [Signature]

Approval of Assistant Superintendent [Signature]

Date: _____

Date: 5/4/22

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

☐ Consultants **will be** on campus on a regular basis (more than once) while students are present

☒ Consultant **will not be** on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: n/a

Approval of Human Resources: [Signature]

5/4/22

PAYMENT AUTHORIZATION

(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment _____

Date _____

Approval of Assistant Superintendent _____

Date _____

Board of Education Approval: _____

(Required if over \$2500)

7/14/2016

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).
Organized Binder connects to our Single Plan Goal of Increasing student-ness and our goal of consistency and collaboration.
Training will provide teachers and students with a clear and concise binder organization.
2. State efforts made to identify qualified staff available within the district to carry out the requested services.
We have looked to AVID teachers and other lead teachers to work with staff on binders. After hearing the Organized Binder presentation, they felt that bringing in this educator would do more than they could do to provide a common and consistent structure to the classroom and to student organization.
3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.
We are establishing a leadership binder committee who will work with Organized Binder for the year in order to better implement the program. We hope that this will reduce the need for services in the coming years. We envision taking this project over completely in the near future.
4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).
All freshmen students will have a common binder system in all of their core classes. Additionally, we will institute the binder process/organization. This will provide a common opening and closing to classes for students. It will also help to organize struggling students in a consistent fashion across all curriculum.
5. Evaluation Process - How will you know the goal/outcomes have been met?
We will continue to survey students at the end of each school year to hear their impressions of the binder system. In the near future, we will be comparing D/F lists and test scores to the previous years before each implementation.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Advancement Via Individual Determination Contract Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Ed Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Advancement Via Individual Determination (AVID) contract for the secondary AVID program at each comprehensive Middle School and High School.

BACKGROUND:

AVID is a college and career focused, internationally renowned program that focuses on closing the achievement gap. AVID stands for Advancement Via Individual Determination and targets students who are individually determined to go to college and need a support structure and system for getting there. AVID aims to support students who are the first in their family to attend college, socioeconomically disadvantaged, from a minority subgroup, and/or face other obstacles in achieving a post-secondary opportunity. AVID uses research-based instructional strategies to help students learn the academic skills necessary to be successful in advanced high school courses and ultimately college. AVID also uses a tutorial process to support students with difficult concepts in their core academic classes, and at Santa Cruz City Schools, we employ University of California Santa Cruz (UCSC) students as AVID tutors. AVID tutors are an essential component to the AVID program as they are much more than tutors, they are also mentors and role models to our middle school and high school students. Another important component of the AVID program are fieldtrips to college campuses which help students visualize themselves at college and serve to inspire students to continue to work hard to reach their goals of attending a four-year university.

At Santa Cruz City Schools, we have implemented the AVID program at both middle schools and all three of our comprehensive high schools. Approximately 80 middle schoolers and 300 high schoolers are in the AVID program. As part of the AVID program, high school AVID students are expected to participate in at least one Advanced Placement class and are encouraged to apply to four-year colleges/universities. As a result of having AVID in our district, our students traditionally underrepresented in college who are participating in AVID are accessing and receiving needed support to be successful in Advanced Placement classes as well as in attaining four-year college eligibility.

FISCAL IMPACT:

\$24,045 Title 1 (Restricted)

AGENDA ITEM: 8.2.1.3.

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.

AVID Center



Products and Services Quote/Order

Quote/Order #: Q-83093
 Client: Santa Cruz City High School District
 Address: 133 Mission St Ste 100
 Santa Cruz, CA 95060

AVID Center Representative: Grecia Saavedra
 Phone: {858} 654-5015
 Email: gsaavedra@avid.org

Effective Date: July 01, 2022

Expiration Date: June 30, 2023

Branciforte Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$610.00
Branciforte Middle School SUBTOTAL:			\$4,809.00

Harbor High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$610.00
Harbor High School SUBTOTAL:			\$4,809.00

Mission Hill Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$610.00
Mission Hill Middle School SUBTOTAL:			\$4,809.00

Santa Cruz High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$610.00
Santa Cruz High School SUBTOTAL:			\$4,809.00

Quote/Order
 2022 - 2023 Santa Cruz City High School District Drafted: 03/11/2022

Soquel High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$610.00
Soquel High School SUBTOTAL:			\$4,809.00

TOTAL:		\$24,045.00
		<i>plus all applicable taxes</i>

Additional Comments:

N/A

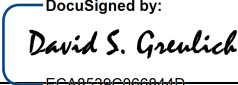
This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above. This Quote/Order, together with the General Terms and Conditions, supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Descriptions and requirements for AVID Products and Services can be found at <https://www.avid.org/Page/3290>. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at <https://www.avid.org/rest-assured-policy>.

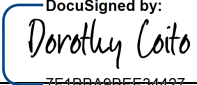
AVID Center is committed to assisting Client with a successful implementation. Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees to a lesser number on this Quote/Order. If AVID DigitalXP ("DigitalXP") is taken instead of SI, prices will be adjusted accordingly upon completion of the training event. Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order.

No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any SI/DigitalXP registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,
a California Non-Profit Corporation 501(c)(3)

Santa Cruz City High School District

By: 
Print Name: David S. Greulich
Title: Controller
Date: 5/16/2022 | 10:02 AM PDT
Email: contracts@avid.org

By: 
Print Name: Dorothy Coito
Title: Assistant Superintendent Ed Svcs
Date: 5/16/2022 | 8:26 AM PDT
Email: dcoito@sccs.net

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Service Agreement: Turnitin, LLC

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the service agreement with Turnitin, LLC. For Harbor High School.

BACKGROUND:

Turnitin is an online assignment submission platform that allows students to submit assignments electronically to their teachers. The platform has a built in plagiarism checker, and cross-references numerous databases to ensure that students submit original work. It also has a peer review application, so students can give classmates feedback before their final submission. Teachers can also give digital notes and feedback on student work.

The service agreement includes 36 months of use from the activation date specified in the agreement, and an online training session for teachers.

Each school site's site council reviews and approves the LCFF Supplemental expenditures in their single plans for student achievement.

FISCAL IMPACT:

\$14,898.14 Site LCFF Supplemental (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: Harbor High School Principal/Director: Tracey Runeare

Describe Work to be Performed and District and Site Goals Supported:
Support of IB goals

Qualifications of Consultant: Sharon Johnson

Name of Consultant: Turnitin, LLC Tax I.D.# or SSN: 94-3392995

Address: 2120 Webster Street, Suite 1800 (Vendor Data form to Purchasing)

City/State/Zip: Oakland, CA 94612 Telephone #: (510) 764-7871

Date(s) of Service: 7/31/22 thru 7/30/25 Email: sjohnson@turnitin.com

Time: _____

Number of Hours: _____ hours per day X _____ days = _____ total hours.

Hourly/Daily Rate (specify): _____ Meals: _____

Lodging: _____ Transportation: _____

TOTAL FEE TO BE PAID: 14,898.14 Account #: LCFF 01-6700-0-1110-1000-

Write out meaning of account number: 5800-033-0000

Approval of Business Services verifying account: _____ Date: _____

Authorized Signature of Consultant: Angela Rhee Date: May-11-2022 | 11:13 PD

(NOTE: Consultant must submit invoice for payment upon completion of work)

Tracey Runeare
Signature of Administrator Requesting Service

Heito
Approval of Assistant Superintendent

Date: _____

Date: 5/12/22

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

☐ Consultants **will be** on campus on a regular basis (more than once) while students are present

☒ Consultant **will not** be on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: _____ Approval of Human Resources: [Signature] 5/14/22

PAYMENT AUTHORIZATION
(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment

Date

Approval of Assistant Superintendent

Date

Board of Education Approval: _____
(Required if over \$2500)

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).

Turnitin is a tool used for the benefit of teachers and students to give immediate feedback to the user. It not only checks for plagiarism, but it also checks for sources.

2. State efforts made to identify qualified staff available within the district to carry out the requested services.

N/A

3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.

This is part of a 3-year service agreement - 7/31/22 through 7/30/25.

Amounts due on 7/30/23 = \$4,820.00 7/30/24 = \$4,964.60 7/30/25 = \$5,113.54 Totaling \$14,898.14

4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).

Turnitin will help instructors improve their students' critical thinking and composition skills as well as check for improper citation or potential plagiarism. It also protects our students' original work from being used without citation by another person, and serves as a learning tool to help instructors and students better identify and correct unintentional plagiarism.

5. Evaluation Process - How will you know the goal/outcomes have been met?

Harbor High's SCIL team will evaluate the use and efficiency of Turnitin at the end of each year - culminating at the end of the three year agreement.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Curriculum Contract Renewal: Newsela

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Newsela contract for the secondary district.

BACKGROUND:

Newsela provides curated reading collections for English Language Arts, social studies, science and social emotional learning with embedded instructional strategies and activities to help teachers use the content for standards-based instruction. These readings greatly complement the standards-based curriculum that teachers are currently using and provide teachers with an excellent reading resource that provides a variety of reading support for English Learners, students with specific learning needs related to reading, and struggling readers. Newsela also provides instructional support to teachers so they can create and share customizable assignments. In addition, when teachers use the assessments that accompany each reading selection, teachers receive data on their students' reading level and levels of proficiency on specific reading standards, concepts, and skills. Teachers also have access to professional learning resources in the Newsela Educator Center.

The desire to purchase Newsela came from secondary teachers and was one of the top three curricular resources teachers desired to have access to for the 2022-23 school year based on our annual curriculum survey. Additionally, site Principals have been working with their respective staffs to determine which curricular programs have the most impact and value to students. Newsela came as the highest rated curriculum as it is a tool many English Language Development teachers and special education resource teachers are using with their students to increase students' literacy development. Similarly, English, History, and Science teachers are using Newsela to support all learners in engaging in content at their reading level and are also using as a tool to teach text analysis with highly engaging and relevant content.

FISCAL IMPACT:

\$53,500 - Secondary Lottery (Restricted)

AGENDA ITEM: 8.2.1.5.

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.

AGENDA ITEM: 8.2.1.5.

Customer Agreement

Billing Information:

Billing Frequency: Upfront in full

Payment Terms: Net 30

Billing Schedule: Upon Contract Signature

Customer Agreement No. Q-80473**Newsela Sales Rep:** Annabel Fowler**Contact Email:** annabel.fowler@newsela.com**Offer Date:** May 13, 2022**Expiration Date:** June 30, 2022**To:**

Julia Hodges

Santa Cruz City Elementary School District

133 Mission St Ste 100

Santa Cruz, CA 95060-3747

Qty	Products/Services	List Price
1	Newsela	\$53,500.00
Contract Grand Total		\$53,500.00

*See table above or Appendix for Product/Services details and License Dates.

The subscription for the above-identified Newsela Products/Services will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this agreement, the Customer agrees to the pricing per product breakdown underlying this quote which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise.

Failure of the Customer to make use of the Products/Services during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will automatically renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'), unless either party provides the other party with written notice of cancellation at least thirty (30) days prior to the then current Subscription End Date. Prices in any Renewal Term will increase by up to 10% above the applicable pricing (excluding any One-Time Discounts) in the prior Contract Term, unless Newsela provides notice of different pricing at least 60 days prior to the applicable Renewal Term.

The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

This Customer Agreement is subject to Newsela's Terms of Use, Newsela's Privacy Policy and, where applicable, any Terms and Conditions, Master Services Agreement or other binding RFP or binding bid signed by and between the Parties ("Service Contract").

Terms of Use: <https://newsela.com/pages/terms-of-use/>

Privacy Policy: <https://newsela.com/pages/privacy-policy/>

The Service Contract constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all prior written or oral understandings, proposals, bids, offers, negotiations, agreements or communications of every kind. The Customer's internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained herein are intended only for the Customer and should be kept confidential.

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents immediately to salestax@newsela.com.

Purchase Order Information

If you need a Purchase Order, please fill out the following information.

PO Required:

PO Number:

PO Amount:

Billing Information

Provide the billing service representative to whom the invoice should be addressed.

Bill-To Name: Alicia Reyes

Bill-To Email: areyes@sccs.net

By initialing here, I agree that the billing details stated above are current and accurate. _____

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

Authorized Signature:

Date of Signature:

Appendix

School	Products/Services	License Dates
BRANCIFORTE MIDDLE SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
BRANCIFORTE MIDDLE SCHOOL	Newsela ELA	07/01/22 - 06/30/23
BRANCIFORTE MIDDLE SCHOOL	Newsela Science	07/01/22 - 06/30/23
BRANCIFORTE MIDDLE SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
BRANCIFORTE MIDDLE SCHOOL	Social Emotional Learning Middle School	07/01/22 - 06/30/23

	Collection	
HARBOR HIGH SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
HARBOR HIGH SCHOOL	Newsela ELA	07/01/22 - 06/30/23
HARBOR HIGH SCHOOL	Newsela Science	07/01/22 - 06/30/23
HARBOR HIGH SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
HARBOR HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/22 - 06/30/23
MISSION HILL MIDDLE SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
MISSION HILL MIDDLE SCHOOL	Newsela ELA	07/01/22 - 06/30/23
MISSION HILL MIDDLE SCHOOL	Newsela Science	07/01/22 - 06/30/23
MISSION HILL MIDDLE SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
MISSION HILL MIDDLE SCHOOL	Social Emotional Learning Middle School Collection	07/01/22 - 06/30/23
COSTANOA CONTINUATION HIGH SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
COSTANOA CONTINUATION HIGH SCHOOL	Newsela ELA	07/01/22 - 06/30/23
COSTANOA CONTINUATION HIGH SCHOOL	Newsela Science	07/01/22 - 06/30/23
COSTANOA CONTINUATION HIGH SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
COSTANOA CONTINUATION HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/22 - 06/30/23
SANTA CRUZ CITY HIGH SCHOOL DISTRICT	Individual Virtual Add-On Session	07/01/22 - 06/30/23
SANTA CRUZ HIGH SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
SANTA CRUZ HIGH SCHOOL	Newsela ELA	07/01/22 - 06/30/23
SANTA CRUZ HIGH SCHOOL	Newsela Science	07/01/22 - 06/30/23
SANTA CRUZ HIGH SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
SANTA CRUZ HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/22 - 06/30/23
SOQUEL HIGH SCHOOL	Multi-Grade - Social Studies Custom Collection	07/01/22 - 06/30/23
SOQUEL HIGH SCHOOL	Newsela ELA	07/01/22 - 06/30/23
SOQUEL HIGH SCHOOL	Newsela Science	07/01/22 - 06/30/23
SOQUEL HIGH SCHOOL	Newsela Social Studies	07/01/22 - 06/30/23
SOQUEL HIGH SCHOOL	Social Emotional Learning High School Collection	07/01/22 - 06/30/23

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: PearDeck License Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Pear Deck license agreement renewal.

BACKGROUND:

Pear Deck is a program that integrates with Google Slides and works to enhance teacher lessons to make them more engaging, embeds opportunities for checking for understanding, as well as quick formative assessments, and opportunities for direct feedback on learning and understanding. PearDeck can also be used to embed social-emotional support for students throughout a lesson by giving them opportunities to reflect and express their feelings. PearDeck can be used in both synchronous live instruction as well as in asynchronous instruction and learning.

PearDeck was used extensively during distance learning and is a tech tool that teachers continue to use in the classroom. In the recent tech survey, teachers indicated that Pear Deck is one of the top technology tools they would like to continue to have access to in 2022-23.

FISCAL IMPACT:

\$13,120.00 - ESSER II (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

AGENDA ITEM: 8.2.1.6.

ORDER FORM

QUOTE # Q-200656
DATE 4/28/2022
EXPIRATION DATE 9/30/2022



Bill To

Santa Cruz City High School District (CA)
133 Mission St
Santa Cruz, California 95073
United States

Ship To

Julia Hodges
Santa Cruz City High School District (CA)
133 Mission St
Santa Cruz, California 95060-3754
United States
(831) 429-3410 ext: 242
juliahodges@sccs.net

GoGuardian

Liminex, Inc. dba GoGuardian
2030 E Maple Avenue
El Segundo, California 90245
United States

Thank you for your interest in our products! This order form ("**Order Form**") identifies the GoGuardian products you have selected for subscription ("**Licensed Product(s)**"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("**GoGuardian**") on behalf of itself and its family of company Affiliates including Pear Deck, Inc. ("**Pear Deck**") and Edulastic (formally - Snapwiz, Inc. doing business as Edulastic, "**Edulastic**") and the organization listed below ("**School**," "**you**" or "**your**"), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> (for Liminex), <https://www.peardeck.com/terms-of-service> (for Pear Deck), or <http://https://edulastic.com/terms-of-service> (for Edulastic) (the "Terms" and, together with this Order Form, the "Agreement"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

Santa Cruz City High School District

The below line item is to renew the Pear Deck district-wide subscription for Santa Cruz City High School District.

PART #	DESCRIPTION	Start Date	End Date	Extended
GG-PRD1Y-001500	Pear Deck Subscription	9/1/2022	8/31/2023	\$13,120.00
LMS-Access1Y-001500	LMS Access	9/1/2022	8/31/2023	Included
Santa Cruz City High School District TOTAL (USD):				\$13,120.00

Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact GoGuardian so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."

RENEWAL SUBSCRIPTION TERMS

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

ORDER FORM

QUOTE # Q-200656
DATE 4/28/2022
EXPIRATION DATE 9/30/2022



RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 7.0% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**").

Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with GoGuardian in accordance with this Order Form.

PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your Organization is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

Accepted By :

PO Number :

Date :

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Screencastify Contract Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Screencastify contract.

BACKGROUND:

Screencastify provides schools and districts the ability to easily record, edit, and share videos to Support learning. Educators make learning more personal with Screencastify by recording full and/or bite-sized lessons, creating assignment solutions and explanations, providing verbal feedback for students, and so much more. Students use Screencastify to make their thinking visible and allow their voices to be heard through comprehension and reflection exercises, interactive presentations, speech, and language practice.

Screencastify was used extensively during the pandemic to create video instruction for parents and students. With full in-person instruction, Screencastify continues to be useful to all staff members for posting easy instructions and videos for a variety of situations. In a survey done earlier this year, staff indicated that this was a program they want to continue having access to and would like to continue to use in the 2022-2023 school year.

FISCAL IMPACT:

\$9,690 ESSER 3 (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

AGENDA ITEM: 8.2.1.7.



Quote number: 157927
Quote created: May 9, 2022
Quote expires: Aug 26, 2022

Term start date: Aug 26, 2022

Prepared for:

Shannon Calden
Santa Cruz City School District
shannoncalden@sccs.net

Prepared by:

Screencastify, LLC
P.O. Box 734530
Chicago, IL 60673-4530
lydia@screencastify.com

Quantity	Product	Unit Price	Price
170	Educator Licenses	\$57	\$9,690
15	Complimentary Educator Licenses	\$0	\$0
1	Screencastify for Students	\$0	\$0

Subscription subtotal: \$9,690
Annual subscription total: \$9,690
Total due: \$9,690

Notes

185 educator licenses for unlimited access to our suite of products (Record, Edit, and Submit). Unlimited student access has also been added at no extra cost.

The Fine Print

The Services provided under this Order are subject to Screencastify's Master Terms and Conditions located at <https://screencastify.com/msa>, which are incorporated herein by reference. The pricing in this quote is valid until the Expiry Date listed above. All pricing is in US Dollars. Screencastify will invoice you for the amounts shown in this quote after receiving payment or a purchase order. If you are paying with a purchase order please have your purchasing department email a signed PO referencing this quote to the email above. Offline payments are accepted for orders of \$250 or more. Access to purchased products will be unlocked upon receipt of the signed PO.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Curriculum Associates Contract Renewal: iReady – Elementary

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the renewal of the Curriculum Associates (iReady) contract for elementary use for the 2022-23 school year.

BACKGROUND:

iReady is a Common Core aligned digital math intervention curriculum with embedded diagnostic, progress monitoring and summative assessments. This intervention program is one that the elementary schools have been using and have found to be very supportive in helping students build their foundational math skills.

The iReady curriculum is especially integral to student learning in math in elementary school, as it is designed for in-person, collaborative group work. It is an excellent math program where students can be in class having their learning guided by their teachers as they collaborate in groups of up to four students.

In addition to the math component and professional development, there are Reading Assessment licenses for each student which allows us to have an assessment system to monitor student reading growth, as well as any gaps in learning.

At no extra cost, Curriculum Associates has included Implementation Support for the iReady program. This includes provisioning, tech support, hosting, data management, implementation planning, data reviews, and check-ins. Also included, are professional development sessions that will allow teachers to deliver differentiated instruction and help all learners succeed.

FISCAL IMPACT:

\$50,000 - LCFF Base (Unrestricted)
\$23,962 - SB86 (Restricted)

Note that this budget item is part of the updated Curriculum Master Plan.

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

AGENDA ITEM: 8.2.1.8.

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.

AGENDA ITEM: 8.2.1.8.

Curriculum Associates®

Prepared For:

Shannon Calden
Santa Cruz City SD
405 Old San Jose Rd,
Soquel, CA 95073

3/29/2022

Dear Shannon Calden,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Quote ID: 277394.4 Valid through: 12/31/2022

Product	List Price	Net Price
i-Ready	\$59,962.00	\$59,962.00
Professional Development	\$14,000.00	\$14,000.00
i-Ready Partners Services	\$6,000.00	\$0.00
<i>i-Ready Partners Services Includes:</i> <ul style="list-style-type: none"><u>Initial Implementation Services</u>: Provisioning, Initial Rostering, Hosting, Technology Assessment<u>Account Management</u>: Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management<u>Staff Development Consultation and Resources</u>: Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources<u>Technical Support</u>: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support		
List Total:		\$79,962.00
Savings:		\$6,000.00
Shipping/Tax/Other:		\$0.00
Total:		\$73,962.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Rebecca Teel
916-838-2303
rteel@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 277394.4 Date: 3/29/2022 Valid through: 12/31/2022

Prepared For:

Shannon Calden
Santa Cruz City SD
405 Old San Jose Rd,
Soquel, CA 95073
shannoncalden@sccs.net
(831) 429-3410

Your Representative:

Rebecca Teel
916-838-2303
rteel@cainc.com

Bay View ES 1231 Bay St, Santa Cruz, CA 95060

Total Building Enrollment: 428, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Package - Delivering Differentiated Instruction and Helping all Learners Succeed	Multiple	19981.0	1	\$3,500.00	\$3,500.00	\$3,500.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$11,100.00	\$11,100.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Assessment Reading Per Student License 1 Year	Multiple	13088.0	428	\$6.00	\$6.00	\$2,568.00
Subtotal:						\$17,168.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$17,168.00

Delaveaga ES 1145 Morrissey Blvd, Santa Cruz, CA 95065

Total Building Enrollment: 530, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Package - Delivering Differentiated Instruction and Helping all Learners Succeed	Multiple	19981.0	1	\$3,500.00	\$3,500.00	\$3,500.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$13,060.00	\$13,060.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Assessment Reading Per Student License 1 Year	Multiple	13088.0	530	\$6.00	\$6.00	\$3,180.00
Subtotal:						\$19,740.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$19,740.00

Gault ES 1320 Seabright Ave, Santa Cruz, CA 95062

Total Building Enrollment: 336, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Package - Delivering Differentiated Instruction and Helping all Learners Succeed	Multiple	19981.0	1	\$3,500.00	\$3,500.00	\$3,500.00
i-Ready Assessment and Personalized Instruction Math Site License 201-350 Students 1 Year	Multiple	14942.0	1	\$7,790.00	\$7,790.00	\$7,790.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Assessment Reading Per Student License 1 Year	Multiple	13088.0	336	\$6.00	\$6.00	\$2,016.00
					Subtotal:	\$13,306.00
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$13,306.00

Monarch Community School 840 N Branciforte Ave, Santa Cruz, CA 95062

Total Building Enrollment: 134, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment Math Per Student License 1 Year	Multiple	13086.0	100	\$6.00	\$6.00	\$600.00
i-Ready Math Instruction Add On Per Student License 1 Year	Multiple	13178.0	100	\$27.00	\$27.00	\$2,700.00
i-Ready Assessment Reading Per Student License 1 Year	Multiple	13088.0	100	\$6.00	\$6.00	\$600.00
					Subtotal:	\$3,900.00
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$3,900.00

Westlake ES 1000 High St, Santa Cruz, CA 95060

Total Building Enrollment: 548, Grade Range: K - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Package - Delivering Differentiated Instruction and Helping all Learners Succeed	Multiple	19981.0	1	\$3,500.00	\$3,500.00	\$3,500.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$13,060.00	\$13,060.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Assessment Reading Per Student License 1 Year	Multiple	13088.0	548	\$6.00	\$6.00	\$3,288.00
					Subtotal:	\$19,848.00
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$19,848.00

Total		
	List Total:	\$79,962.00
	Savings:	\$6,000.00
	Merchandise Total:	\$73,962.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Total:	\$73,962.00

Special Notes	
All i-Ready purchases require professional development.	

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y5

Curriculum Associates®

Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: orders@cainc.com | **Fax:** 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount	Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75	\$5,000.00 to \$99,999.99	8% of order
\$75.00 to \$999.99	12% of order	\$100,000 and more	6% of order
\$1,000 to \$4,999.99	10% of order		

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBUS65
- Tax ID: 26-3954988

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Achieve3000 Contract Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Achieve3000 reading intervention curriculum contract for Branciforte Middle School, Mission Hill Middle School, and Santa Cruz High School.

BACKGROUND:

Achieve 3000 is a reading intervention supplemental curriculum that supports general education students, students with Individualized Education Plans, and also includes additional support for English Learners. It is a research-based reading curriculum that delivers a comprehensive suite of digital solutions that significantly accelerates literacy growth and deepens learning across all content areas. Achieve3000 also allows teachers to personalize lessons and differentiate learning to meet specific student needs. The curriculum is used to support students to make the growth needed to be academically successful. These students are typically two or more grade levels below in reading.

Branciforte Middle School and Santa Cruz High currently use Achieve3000 with their English Learners and students in their Special Education program. Mission Hill will implement Achieve3000 in the 2022-2023 school year. In addition to the licenses, Achieve3000 includes a 90-minute virtual professional development session, as well as ongoing customer support. Given the differing needs of English Learners at each site, Soquel and Harbor are using other resources.

FISCAL IMPACT:

\$9,925. Secondary Title 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 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.

AGENDA ITEM: 8.2.1.9.



Quote ID: Q-78394
Contract Period: 08/01/2022 - 06/30/2023

Quote Date: 05/19/2022
Valid Until: 06/19/2022

Client Information

Account Name	
Santa Cruz City School District	
Address	Client
133 Mission St Ste 100 Santa Cruz, CA 95060-3747 Phone: (831)429-3410	Kristen Cameron Email: kcameron@sccs.net Phone: (831)429-3410

Achieve3000 looks forward to partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Participating Schools	Total Licenses Purchased	
	Program	22-23
Branciforte Middle School	Boost	60

Product	Cost	Qty	Total
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. <i>(SITE-SETUP)</i>	\$290.00 per site	1	\$290.00
Online Professional Learning Services: (1) 90-Minute Virtual Classroom Session for up to 25 attendees <i>(OPDI)</i>	\$895.00 per session	1	\$895.00
Achieve3000's Literacy with Boost for Intervention. English Language Learning, and Spanish Literacy. Per Student Pricing (up to 125 licenses per site). <i>(BOOST-STDY)</i>	\$48.00 per student	60	\$2,880.00
Subtotal			\$4,065.00
Order Total			\$4,065.00

See Next Page for Quote Acceptance



Acceptance for Quote ID Q-78394: \$4,065.00 Santa

Cruz City School District

Account Name

Achieve3000

Signature

Name / Title

Date

Signature

Name / Title

Date

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718

Email: orders@achieve3000.com

This quote is governed by and subject to the Achieve3000 terms and conditions at <https://achieve3000.com/who-we-are/about-us/terms-of-service/>. By signing this quote, you are agreeing to such terms and conditions.

About Achieve3000®

Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

Learn more about Achieve3000's learning solutions at www.achieve3000.com.



Quote ID: Q-78396
Contract Period: 08/01/2022 - 06/30/2023

Quote Date: 05/04/2022
Valid Until: 06/03/2022

Client Information

Account Name	
Santa Cruz City School District	
Address	Client
133 Mission St Ste 100 Santa Cruz, CA 95060-3747 Phone: (831)429-3410	Kristen Cameron Email: kcameron@sccs.net Phone: (831)429-3410

Achieve3000 looks forward to partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Participating Schools	Total Licenses Purchased	
	Program	22-23
Mission Hill Middle School	Boost	50

Product	Cost	Qty	Total
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	1	\$290.00
Achieve3000's Literacy with Boost for Intervention. English Language Learning, and Spanish Literacy. Per Student Pricing (up to 125 licenses per site). (BOOST-STDT)	\$48.00 per student	50	\$2,400.00
Subtotal			\$2,690.00
Order Total			\$2,690.00

See Next Page for Quote Acceptance



Acceptance for Quote ID Q-78396: \$2,690.00

Santa Cruz City School District

Account Name

Achieve3000

Signature

Name / Title

Date

Signature

Name / Title

Date

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718

Email: orders@achieve3000.com

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Learn more about Achieve3000's learning solutions at www.achieve3000.com.

**Quote ID:** Q-78398**Contract Period:** 08/01/2022 - 06/30/2023**Quote Date:** 05/04/2022**Valid Until:** 06/03/2022**Client Information**

Account Name	
Santa Cruz City School District	
Address	Client
133 Mission St Ste 100 Santa Cruz, CA 95060-3747 Phone: (831)429-3410	Kristen Cameron Email: kcameron@sccs.net Phone: (831)429-3410

Achieve3000 looks forward to partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Participating Schools	Total Licenses Purchased	
	Program	22-23
Santa Cruz High School	Boost	60

Product	Cost	Qty	Total
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	1	\$290.00
Achieve3000's Literacy with Boost for Intervention. English Language Learning, and Spanish Literacy. Per Student Pricing (up to 125 licenses per site). (BOOST-STDT)	\$48.00 per student	60	\$2,880.00
Subtotal			\$3,170.00
Order Total			\$3,170.00

See Next Page for Quote Acceptance



Acceptance for Quote ID Q-78398: \$3,170.00

Santa Cruz City School District

Account Name

Achieve3000

Signature

Name / Title

Date

Signature

Name / Title

Date

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718

Email: orders@achieve3000.com

This quote is governed by and subject to the Achieve3000 terms and conditions at <https://achieve3000.com/who-we-are/about-us/terms-of-service/>. By signing this quote, you are agreeing to such terms and conditions.

About Achieve3000®

Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

Learn more about Achieve3000's learning solutions at www.achieve3000.com.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Zearn Account Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Zearn Account renewal.

BACKGROUND:

Zearn is a Tier 1 online math program that parallels the *Eureka Math* curriculum used in SCCS elementary schools. Teachers are able to assign lessons to students that offer practice and reteach concepts covered in class, as well as review prior concepts. Teachers use Zearn in stations in the classroom and assign it as homework.

Zearn differs from iReady Math intervention software as it gives students practice on current work, not remediation. In a survey this year, teachers requested to continue using Zearn in the 2022-23 school year.

FISCAL IMPACT:

\$12,500.00 annually. SB86 (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.



Zearn School Account & On-Demand PD Agreement

This Zearn School Account & On-Demand PD Agreement ("Agreement") is between Zearn and SANTA CRUZ CITY SCH DISTRICT ("Account Holder") in California for the 2022-2023 school year. Agreement is effective on the date this contract is signed and outlines the terms and conditions under which Account Holder may use the services and materials (described below).

1. Covered Schools and Services

Zearn will provide School Account Services and On-Demand Professional Development access to the following school(s):

School Name	Products
BAY VIEW ELEMENTARY SCHOOL	School Account
DELAVEAGA ELEMENTARY SCHOOL	School Account
GAULT ELEMENTARY SCHOOL	School Account
MONARCH ELEMENTARY SCHOOL	School Account
WESTLAKE ELEMENTARY SCHOOL	School Account

2. Service Period, Fee & Cancellation Policy

The Zearn School Account and On-Demand Professional Development subscription period for the 2022-2023 school year begins on the day this agreement is signed, and runs through June 30, 2023. The total fee associated with the provided services listed above is \$12,500.00. Once this Agreement is signed, the Account Holder is responsible for full payment. Payment is nonrefundable. Account Holder will receive an invoice in July 2022, unless an invoice is requested sooner, and payment is due within 30 days of the invoice date.

For those Account Holders who have purchased On-Demand Professional Development, this Agreement gives teachers and administrators at the above-mentioned schools a non-exclusive, non-transferable, revocable license to access and use the On-Demand Professional Development materials for non-commercial, professional development purposes. As part of this Agreement, teachers and administrators with access to the On-Demand Professional Development materials agree not to share, redistribute, or otherwise make available the Zearn Professional Development materials to individuals or entities who are not affiliated with the Account Holder. Zearn retains ownership of the On-Demand Professional materials and retains all intellectual property rights in these materials. Zearn is the sole provider of these Professional Development materials; any commercial use or distribution of them is strictly prohibited.

When noted in Section 1 above, "Legacy" refers to customers who piloted Zearn Math in the 2016-17 school year.

Modifications to this Agreement are effective only if confirmed in writing between Zearn and an authorized representative of Account Holder.

3. Terms of Service

This Agreement is subject to the attached Terms of Service. In the event of any inconsistency between this Agreement, including the Terms of Service, and any other written agreement entered into between Zearn and Account Holder, this Agreement will control.

4. Signature Authorization



Zearn School Account & On-Demand PD Agreement

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Signatures received by PDF file or other electronic format are agreed to be acceptable as original signatures.

By signing the below, the Account Holder and Zearn agree to the terms of this Agreement.

For Account Holder:

Name _____

Title _____

Signature _____

Date _____

For Zearn:

Name Shalinee Sharma

Title Chief Executive Officer

Signature 

Date 04/12/2022



Zearn School Account & On-Demand PD Agreement

Terms of Service

Authorization

By purchasing a Zearn School Account and On-Demand Professional Development subscription, I represent and warrant that I am an authorized representative of a school of students ("Covered School") with permission to enter into this Agreement on behalf of the Covered School(s), inclusive of staff members and students who will utilize the Zearn Site, Software, and Services (together, the "Zearn Resources"). I understand and acknowledge that a Zearn School Account is for the use of students and school staff only, and that Zearn does not authorize third parties to access Zearn School Accounts. I further represent and warrant that I have read, understand and accept these Terms of Service, the Terms of Use (<https://www.zearn.org/termsfuse>) and the Privacy Policy (<http://www.zearn.org/privacy>) on behalf of Covered School. The Terms of Use and Privacy Policy are hereby incorporated by reference. I further acknowledge and agree that I or my designated representatives have the right to share student personal, performance and other information with Zearn for the purpose of Zearn providing the Services to the Covered School(s) and as further described in the Privacy Policy, in accordance with the terms of this Agreement.

If I choose not to accept these Terms of Service, the Terms of Use, and the Privacy Policy, I understand that I may not access or use Zearn Resources. Terms not defined here have the meaning set forth in Zearn's Terms of Use and Privacy Policy.

Privacy

The Agreement is inclusive of Zearn's Privacy Policy. Zearn and Covered School agree to comply with all applicable federal, state and local law. In the event Covered School is subject to the Family Educational Rights and Privacy Act (FERPA), Zearn and Covered School agree as follows:

(A) Covered School appoints Zearn as a "school official" as that term is used in FERPA Regulation 34 C.F.R §99.31 (a)(1)(i) and 34 C.F.R Part 99 et seq., with a "legitimate educational interest" to carry out its responsibilities under the Agreement.

(B) Covered School represents and warrants that it has received all necessary signed and dated written consents from the parents/legal guardians of students to provide student data for the purpose of receiving the Services, as required under FERPA.

Zearn agrees to support Covered School's compliance with FERPA, including operating under the direct control of Covered School with respect to its use of student information provided by Covered School or its students or teachers.

Data Retention

Upon termination of the School Account services under this Agreement or other account inactivation, Zearn will retain account and student information provided by Covered School for a period of 180 days for Account Holder convenience in the event of renewal or reactivation. Covered School may request deletion of account information at any time by providing a written request to Zearn through schoolaccounts@zearn.org.

Data Security

Zearn maintains reasonable security standards appropriate to the type of data collected. This includes multiple safeguards to help protect against loss, misuse or alteration of information, including encryption of data in transit and at rest, use of two-factor authentication to access the system, regular software security updates and industry best practices for network and physical security.

Covered School is responsible for managing the privacy and security of student, teacher and administrator account credentials affiliated with School Accounts. As such, log-in and password information should not be shared or used by more than one individual in order to access content including On-Demand Professional Development material; to knowingly share account information is a violation of Zearn's Privacy Policy and this Agreement. Covered School agrees to notify Zearn immediately if it knows or suspects there has been unauthorized access to accounts or any other breach of security. Zearn will comply with all applicable laws concerning sending appropriate notifications in the event of an unauthorized disclosure of personal identifying information.



Zearn School Account & On-Demand PD Agreement

Terms of Service for Purchases of Zearn Printed Materials (ONLY APPLICABLE TO ACCOUNT HOLDERS WHO CHOOSE TO PURCHASE ZEARN PRINTED MATERIALS)

Authorization

For Account Holders who choose to purchase Zearn Math Printed Materials, you authorize Zearn to place orders for printed materials on your school's or district's behalf, based on the Purchase Orders that you submit to Zearn during the term of this agreement. Schools and districts who choose to purchase Zearn Printed Materials are responsible for payment of all such orders to Mimeo, Zearn's print partner, within 45 days of an invoice being issued.

Return Policy

The items in your order are custom printed; because of this, we cannot accept returns. If you notice a mistake with your order prior to receiving your materials, please email info@zearn.org as soon as possible. Due to the quick turnaround nature of printing and shipping, we are unable to guarantee that changes can be made, but will do our best to assist you. You may cancel an order only if the cancellation request is received prior to the printing of your order. If production of your order has already started, you will be responsible for the entire cost of your order.

Once your materials are delivered, please check your items within one week of delivery and contact Zearn at info@zearn.org right away if there are any questions or concerns about your order (e.g., printing or binding issues). For additional information, please read Mimeo's Terms & Conditions in the Zearn Online Store at marketplace.mimeo.com/Zearn.

Items Ordered

To place an order for specific items, you or an authorized representative from your school's or district's Purchasing Department will send Zearn a Purchase Order made out to Mimeo, which lists the specific Zearn materials, including quantity and grade level, you wish to purchase on behalf of your school or district.

SANTA CRUZ CITY SCH DISTRICT

Product	Price	Quantity	Subtotal
School Account School Account services through June 30, 2023. Includes an unlimited number of staff, student, and administrator accounts within the school.	\$2,500.00	5	\$12,500.00

Total \$ 12,500.00

**Tax may not be included in the above quote, and will be added to your invoice if applicable. If your school or district is tax exempt, we will need a copy of your tax exemption certificate in order to not include tax on your invoice.*

To Order

Email your Zearn contact or info@zearn.org referencing this quote, and include the name and title of the person that the purchase agreement should be addressed to. Once the agreement is signed, services will begin and an invoice will be issued.

Vendor Information for your Purchase Order:

- Vendor Name - Zearn
- Email - info@zearn.org
- Phone - 212-967-6070
- Fax - 646-365-7815
- W-9 attached

Please note: These instructions only apply for purchases of Zearn School Accounts or Zearn On-Demand PD. If you are purchasing Zearn Printed Materials, please make the Purchase Order out to Mimeo, not Zearn.

Form W-9
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

**Request for Taxpayer
Identification Number and Certification**

► Go to www.irs.gov/FormW9 for instructions and the latest information.

**Give Form to the
requester. Do not
send to the IRS.**

Print or type.
See Specific Instructions on page 3.

<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <p>Zearn</p> <p>2 Business name/disregarded entity name, if different from above</p>	<p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► </div> <div> <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Other (see instructions) ► 501 c(3) NONPROFIT Organization </div> </div> <p>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p>
<p>5 Address (number, street, and apt. or suite no.) See instructions.</p> <p>261 35th Street 15FL</p> <p>6 City, state, and ZIP code</p> <p>New York, NY 10001</p> <p>7 List account number(s) here (optional)</p>	<p>Requester's name and address (optional)</p>	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number	Employer identification number
<div style="display: flex; justify-content: space-around;"> 3 7 - 1 6 6 5 7 4 5 </div>	<div style="display: flex; justify-content: space-around;"> 3 7 - 1 6 6 5 7 4 5 </div>

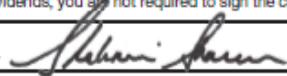
Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ► 

Date ► 4/25/2021

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: EdPuzzle Contract Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the attached contract renewal for EdPuzzle.

BACKGROUND:

EdPuzzle allows teachers to easily integrate video clips into any lesson. Secondary schools purchased EdPuzzle at the request of teachers during distance learning, and it is a tool that teachers continue to use regularly in the classroom. When teachers were surveyed this spring, EdPuzzle was again one of the highest rated digital programs that teachers desire to continue to use in the 2022-23 school year as they found that it greatly enhanced their lessons and assignments.

FISCAL IMPACT:

\$8,100 ESSER 3 (Restricted)

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

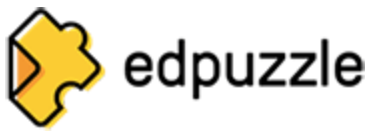
Edpuzzle lets your teachers turn videos into engaging learning experiences for students across all grades and subjects.

With **new** and **enhanced** features designed to support today's classroom, Edpuzzle continues to be the go-to solution for educators. We look forward to what your teachers will be able to accomplish this upcoming year with your Edpuzzle Pro subscription.

Act now to ensure unlimited access to:

- **A Network Channel:** Allow your Curriculum Coordinator to share vetted videos and your teachers to collaborate on lessons.
- **Edpuzzle Originals:** Access a library of 1200+ ready-to-go, standards-aligned video lessons created by our team of expert teachers.
- **Our screen recording extension:** Create tailor-made lessons for your students from the comfort of your computer.
- **Student projects:** Let students participate in showing what they know by creating their own video lessons with embedded questions.
- **Live Mode:** Enable teachers to project video lessons in the classroom that encourage discussion while students answer in real time on their own devices.
- **Audio responses:** Give students the flexibility of recording their answers to thought-provoking questions.
- **Custom professional development:** Improve your efficacy and student outcomes.

As always we are here to support you. **Your quote for an Edpuzzle Pro subscription is following on the next page.** Please contact me if you have any questions about it.



PO BOX 446
SAN FRANCISCO, CA 94104-0446
UNITED STATES

Bill To Name	Santa Cruz City Schools	Quote Number	00041492
Bill To	133 Mission Street Suite 100	Quote Created	5/9/2022
	Santa Cruz, CA 95060	Quote Expires	7/31/2022
	US	Prepared By	Amanda Estepa
Contact Name	Sara Jakl	Email	aestepa@edpuzzle.com
Email	sarajakl@sccs.net		

Product	Period	Line Item Description	Sales Price	Quantity	Total Price
Pro District	1 year	Unlimited storage of interactive video lessons at Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School, Soquel High School, and Branciforte Small Schools	\$8,100.00	1.00	\$8,100.00
Subtotal					\$8,100.00
Grand Total					\$8,100.00

Edpuzzle PRO membership renewal at Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School, Soquel High School, and Branciforte Small Schools (1 year), to include:

- Full access to Edpuzzle standards-aligned content library
- Unlimited screen recording
- Unlimited video lesson storage

FAQ's

Does Edpuzzle accept purchase orders?

Yes, we do! This quote can be used to generate a PO. If you need any other information or would prefer a credit card payment instead just let us know. We will get you set up with Pro within 24h of receiving the order.

What payment methods does Edpuzzle accept?

We accept credit card payments, checks, and direct deposits (wire transfers).

Can we use next year's funds this school year?

Yes! Send us your PO by June 30th and we can invoice you in July so that you can use next year's funds to purchase at this year's rates.

Terms & Conditions

(1) This quote is pre-tax, it doesn't include any local and/or state taxes. Applicable taxes may not be included in our invoice, and customer may be responsible for those taxes. If you are a tax exempt customer, please provide the applicable Tax Exempt Certificate document along with your purchase order.

(2) All spots from the license will expire at the end of the term, regardless of effective use or not.

(3) Each spot is assigned to one teacher and cannot be replaced by another teacher on a general basis.

(4) This agreement supplements EDpuzzle, Inc.'s Terms of Service (<https://edpuzzle.com/terms>) and Privacy Policy (<https://edpuzzle.com/privacy>), which shall rule provision of the service to the customer.

(5) This agreement will automatically renew at the end of each term for a further term of one (1) year unless either party gives the other written notice of termination at least thirty (30) days prior to the end of the relevant term.

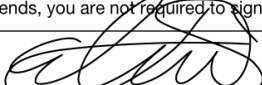
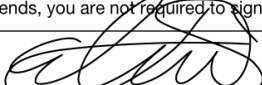
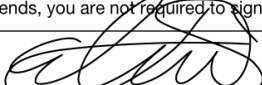
Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the
requester. Do not
send to the IRS.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Edpuzzle, Inc.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.) See instructions. PO BOX 446	6 City, state, and ZIP code SAN FRANCISCO, CA, 94104-0446
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later. Note: If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.	<table border="1"><tr><td colspan="9">Social security number</td></tr><tr><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td></tr></table> or <table border="1"><tr><td colspan="9">Employer identification number</td></tr><tr><td>6</td><td>8</td><td></td><td>-</td><td>0</td><td>6</td><td>8</td><td>3</td><td>3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>9</td><td>0</td></tr></table>	Social security number													-					Employer identification number									6	8		-	0	6	8	3	3								9	0
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Part II Certification Under penalties of perjury, I certify that: 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and 3. I am a U.S. citizen or other U.S. person (defined below); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.	<table border="1"><tr><td>Sign Here</td><td>Signature of U.S. person ► </td><td>Date ► 01/20/2022</td></tr></table>	Sign Here	Signature of U.S. person ► 	Date ► 01/20/2022
Sign Here	Signature of U.S. person ► 	Date ► 01/20/2022		

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)
Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.
If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Educational Software for Guiding Instruction License Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Educational Software for Guiding Instruction license agreement renewal.

BACKGROUND:

Educational Software for Guiding Instruction is a simple one-on-one assessment solution for Pre-K through 2nd grade. This online solution saves teachers over 400 hours a year assessing letters, sounds, sight words, and math concepts with only two clicks. Teachers can guide instruction with real-time feedback in easy-to-read reports and graphs. Teachers have been using this software for the past several years and find it a good way to track assessment with their students.

The Elementary Curriculum team creates standardized reading and math assessments in Education Software Guiding Instruction that are administered to all K-2 students. The data is analyzed to assess student progress and determine intervention groups.

FISCAL IMPACT:

\$8,904 annually - ESSER 3 (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

AGENDA ITEM: 8.2.1.12.



support@esgisoftware.com

PO Box 938
Elkhart, IN 46515
Phone (443) 333-9898
Fax (866) 925-3450

Quote # 938261
Quote Prepared: 05/16/2022
Quote Expires: 08/16/2022

Prepared For: Alicia Reyes
State: California
District: SANTA CRUZ CITY ELEMENTARY
School: Multiple Schools

QUOTE

Qty	Description	Notes	List Price	Disc Price	Amount
42	ESGI 12-Month License (max. 35 students)		\$235.00	\$212.00	\$8,904.00
Total					\$8,904.00

ORDER FORM

Complete all required information below and send this form with your PO or check.

Purchase Order
support@esgisoftware.com
Fax: 866-925-3450

Personal or School Check
ESGI, LLC
PO Box 938, Elkhart, IN 46515

After processing, an Activation Code will be sent to the contact for distribution to teachers.

ACTIVATION CODE CONTACT (*Required)

ACCOUNTS PAYABLE CONTACT (*Required)

Name: _____

Phone: _____

Email: _____

Email: _____

If your order includes extra students, please provide the teacher name(s) and number of students so we can update the accounts.

Teacher Name	# of Students	Teacher Name	# of Students
--------------	---------------	--------------	---------------

Other Information:

Marking Period for the current school year (circle one):

Semester

Trimester

Quarters

Other

Marking Period	End Date [MM/DD/YY]	Marking Period	End Date [MM/DD/YY]
First	__ / __ / __	Sixth (if applicable)	__ / __ / __
Second	__ / __ / __	Seventh (if applicable)	__ / __ / __
Third (if applicable)	__ / __ / __	Eighth (if applicable)	__ / __ / __
Fourth (if applicable)	__ / __ / __	Ninth (if applicable)	__ / __ / __
Fifth (if applicable)	__ / __ / __		

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Edgenuity Contract Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Edgenuity contract renewal.

BACKGROUND:

Edgenuity provides a full suite of standards-aligned online curriculum for middle and high school students in English Language Arts, math, science, and social studies. This online curriculum allows students to be self-paced and has a pretesting feature, which allows students to spend more time on what they need and less time on content they have already mastered. Therefore, students have learning that is individualized to meet their needs.

Edgenuity is the curriculum the Ark Independent Studies program has been using for the past two school years, and has now expanded to accommodate more students, including middle school students, to provide families with more education options. All Edgenuity courses available will be used to accommodate the wide range of middle and high school student needs.

Additionally, the district summer school credit recovery program, as well as the three comprehensive high school Credit Recovery teachers, will be using Edgenuity as a Credit Recovery curriculum to support students that fail a course to be able to recover these credits and still meet high school graduation requirements.

Based on Ark and Credit Recovery teacher, student and parent feedback, students using Edgenuity feel the curriculum is effective, high quality, and meets student's needs. Feedback on Edgenuity is gathered annually by survey.

FISCAL IMPACT:

\$20,100 annually, for a district license giving access to the full range of core content area courses. Secondary ESSER 3 (Restricted).

\$1,980 annually, for 20 student licenses that give students additional access to Career Technical Education and other engaging electives like American Sign Language that do not come with the core content area site license. ESSER 3 (Restricted).

AGENDA ITEM:

8.2.1.13.

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.



Price Quote

8860 E. Chaparral Rd
Suite 100
Scottsdale, AZ 85250
877-725-4257 x1037

Date 9/1/2022
Quote No. 241812
Acct. No. 03:sa:CA:12214901
Total \$1,980.00
Pricing Expires 8/31/2023

Santa Cruz City Schools
133 Mission St Ste 100
Santa Cruz CA 95060

Payment Schedule	Contract Start	Contract End
Net 30.	9/1/2022	8/31/2023

Site	Description	Comment	End Date	Qty
1. Santa Cruz City Schools	eDynamic Electives Per Enrollment Per Semester (14 day drop/add grace period)		08/31/2023	20

Site	Description	Comment	End Date	Qty
1. Ark Independent Studies	eDynamic District Pool Access		08/31/2023	1

Subtotal \$1,980.00
Total \$1,980.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Santa Cruz City School District

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Jordan Wolf
jordan.wolf@imaginelearning.com
972-822-9909

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Memorandum of Understanding: Encompass Services

MEETING DATE: June 1, 2022

FROM: Dorothy Cotio, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the attached Memorandum of Understanding with Encompass Community Resources.

BACKGROUND:

Encompass Community Services is a nonprofit organization in Santa Cruz County providing services in behavioral health, family and social well-being, early childhood education, housing, and more. Some of those services include counseling for individuals, families, and youth. Encompass Community Services believes that living a healthy life includes access to positive social, economic, and educational opportunities and exists to create pathways toward equity in these areas while serving individuals, families, and youth with compassion and dignity.

During the 2022-23 school year, students and families will be referred to Encompass Community Resources by Santa Cruz City School district staff such as social emotional counselors and social workers. Encompass Community Services will provide on and off-site counseling services to 6-12 grade students. Encompass Community Services clinicians will communicate with Santa Cruz City Schools staff when students access, decline, or are exited from counseling services.

FISCAL IMPACT:

There is no direct fiscal impact. However, the social emotional counselors and social workers will provide referrals to Encompass Community Resources and school sites will devote confidential, physical space and the custodial upkeep of that space at no charge to Encompass Community Resources.

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.

AGENDA ITEM: 8.2.1.14.

FACILITIES USE AGREEMENT

This Facilities Use Agreement is entered into between the Santa Cruz City Schools District (“District”), a public entity, and Encompass Community Services (“Nonprofit”), a not-for-profit corporation.

RECITALS:

1. The District believes that school facilities and grounds of the are vital community resource which should be used to foster community involvement and development.
2. The District’s Governing Board authorizes the use of school facilities by community groups for purposes specified in the Civic Center Act, Education Code Sections 38130 *et. seq.*, to the extent that such use does not interfere with school activities or other school related uses.
3. The District’s Governing Board supports and values the importance of those organizations whose activities are provided for the benefit of district schools, pupils, and/or their families without charge to the participants.
4. The District’s governing Board also supports and values those organizations that do charge participants a fee, but use the net receipts for the welfare of the pupils of the school district or for a charitable purpose.
5. Encompass Community Services is a nonprofit organization with about 40 programs in Santa Cruz County providing services in behavioral health, family and social well-being, early childhood education, housing, and more. Some of those services include counseling for individuals, families, and youth. Encompass Community Services believes that living a healthy life includes access to positive social, economic, and educational opportunities and exists to create pathways toward equity in these areas while serving individuals, families, and youth with compassion and dignity.
6. The District and Nonprofit desire to promote the welfare of the students in the District and their families by permitting Nonprofit to use District property to provide counseling services to youth enrolled in District schools.

AGREEMENT:

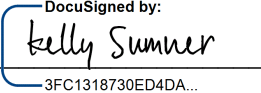
1. The District shall permit the Nonprofit to use the facilities known or described as Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School, Soquel High School, and Branciforte Small Schools Campus pursuant and subject to the terms and conditions set forth herein. Such use is subject to the requirements of state law, including, but not limited to, the Civic Center Act, Education Code Section 38130 *et. seq.*, and District policy and procedures, including, but not limited to Board Policy and Administrative Procedure 1330. Possession, consumption of alcoholic beverages or restricted substances on District property is strictly prohibited.

2. No additional equipment will be provided for Nonprofit's use of the Facilities (e.g., podium, microphone, easels, etc.)
3. Nonprofit is granted permission to use the Facilities for the Term of this Agreement, on a date and at a time approved in advance by the school site administrator, on any day that school is open during the regular school year, as set by the District's master school calendar.
4. Nonprofit may use the Facilities to provide counseling to pupils enrolled in the District.
5. The term of this agreement shall commence on the date this Agreement is signed by all parties, and shall continue in effect for a period of 2 years thereafter, unless terminated earlier by either party. The term of the Agreement shall automatically renew an additional 2 year period unless one party provides the other party with written notice of its intent to decline the automatic renewal within ninety (90) days of expiration of the initial term.
6. By entering into this Agreement, the Nonprofit seeks to use District facilities free of charge. Consistent with the intent of the governing board, the Nonprofit warrants that:
 - a. Its activities are provided for the benefit of the district schools, pupils, and/or their families without charging participants; or
 - b. It does charge participants a fee, but uses the net receipts for the welfare of the pupils of the school district or for a charitable purpose.
7. Activities provided by Nonprofit include mental health and substance use individual counseling provided on the school site as an alternative to Nonprofit's clinic when needed to remove barriers to accessing services for youth and families.
8. Upon request, the Nonprofit shall provide satisfactory proof that it is qualified to use the District facilities free of charge under the terms of this Agreement.
9. At any time after this Agreement is entered into, the District may at its sole discretion revoke the right of the Nonprofit to use its facilities free of charge if it is determined that the activities of the Nonprofit:
 - a. Do not provided for the benefit of the school district, pupils, and/or their families or
 - b. The net receipts from its activities are not used for the welfare of the pupils or for a charitable purpose.
10. Nonprofit shall ensure that no alcoholic beverages, tobacco products, or other substances, are possessed or consumed on District property at any time. Nonprofit shall not use or permit the Facilities to be used except in full compliance with all rules and regulations of the District, and all laws of the State of California and the United States of America.
11. If Nonprofit's use of the Facilities generates additional/excess costs to the District (such as for custodial services), the Parties agree to meet and discuss payment of additional/excess costs, and to amend this Agreement accordingly.

12. Nonprofit's use of the Facilities is at all times subject to the right of cancellation by District for any breach of the conditions herein or misuse of the Facilities. Cancellation shall be effective immediately upon notice to the persons executing this Agreement on behalf of Nonprofit or to any responsible representative of Nonprofit. Use of the premises is at the convenience of District. Permission to use the Facilities may be revoked or suspended at any time.
13. Except as otherwise provided herein, Nonprofit shall furnish its own supplies and equipment for its activities and shall have responsibility for its equipment and supplies that Nonprofit uses, operates, or stores in the Facilities. Nonprofit holds District harmless from any liability arising from the loss of, damage to, or destruction of Nonprofit's personal property on District's facility. Nonprofit shall ensure reasonable care of the Facilities during its use and is responsible for the cleanliness of the Facilities at the conclusion of its use.
14. Nonprofit, its officers, employees, agents, licensees, and invitees, shall be subject to District's security measures and must abide by District's regulations while on District premises.
15. Pursuant to the August 11, 2021, State of California Public Health Order, vaccine verification is required for all workers in school. Nonprofit should ensure that its employees who are in District schools are in compliance with the August 11, 2021, State of California Public Health Order. The Nonprofit and Nonprofit's employees are expected to follow all other relevant COVID-19 requirements and guidelines from the California Department of Public Health (CDPH), the Division of Occupational Safety and Health (Cal/OSHA), and the Santa Cruz County Public Health Department.
16. Nonprofit, its officers, employees, agents, licensees, and invitees, shall not enter or occupy portions of District's facilities other than those covered by this Agreement, except designated rest rooms.
17. To the fullest extent permitted by law, Nonprofit shall hold harmless, defend and indemnify District, its governing board, officers, agents and employees, from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorney's fees, for injury, including death, to any person or damage to any property arising out of the activities of Nonprofit or Nonprofit's invitees or guests in or about the Facilities, whether or not there is concurrent passive or active negligence on the part of District, but excluding liability due to the sole negligence or willful misconduct of District. This obligation shall continue beyond the term of this Agreement as to any or omission that occurred during or under this Agreement.

18. During the entire term of this Agreement, any extension thereof, Nonprofit shall maintain in effect a policy or policies of comprehensive general liability insurance providing a minimum combined single limit coverage of \$1,000,000 per occurrence and \$2,000,000 aggregate for the defense of lawsuits and the payment of damages arising from bodily injury, sickness, or disease, and death to any persons, and property loss, damage, and destruction, for each accident or occurrence. This Agreement must be completed, signed, and returned with a copy of the Certificate of Insurance naming Santa Cruz City Schools and its officers, agents, and employees as additional insured for the period of use of the Facilities at least ten (10) working days prior to such use. Nonprofit shall maintain workers' compensation insurance coverage for its employees, including all volunteers, as required by law.
19. This Agreement may not be assigned or subcontracted except with prior written consent of District. Any assignment or subcontract made without such consent shall be void, and at the option of District, shall cause this Agreement to be terminated.
20. Failure to meet the terms of this Agreement may result in denial of future use of District facilities.
21. This Agreement shall be governed exclusively by its express provisions and by the laws of the State of California, and any action to enforce the terms of the Agreement or breach thereof shall be brought in Santa Cruz County, California, and no other place.

ENCOMPASS COMMUNITY SERVICES

kelly sumner  Date: 5/20/2022
[Name, Title] 3FC1318730ED4DA...

SANTA CRUZ CITY SCHOOLS DISTRICT

[Name, Title] Date: _____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Memorandum of Understanding: Monarch Services

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the attached Memorandum of Understanding with Monarch Services.

BACKGROUND:

Monarch Services is a local organization that provides domestic violence and sexual assault crisis intervention and prevention services to both adults and youth. Monarch Services children and youth program staff conduct educational/support groups at some of our secondary schools, which include group counseling, and domestic violence and sexual assault prevention education.

During the 2022-23 school year, students and families will be referred to Monarch Services by Santa Cruz City School district staff such as social emotional counselors and social workers. Monarch Services will provide on and off-site counseling services to 6-12 grade students. Monarch Services clinicians will communicate with Santa Cruz City Schools staff when students access, decline, or are exited from counseling services.

FISCAL IMPACT:

There is no direct fiscal impact. However, the social emotional counselors and social workers will provide referrals to Monarch Services and school sites will devote confidential, physical space and the custodial upkeep of that space at no charge to Monarch Services.

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.

AGENDA ITEM: 8.2.1.15.



Empowering individuals, families and our communities to take action against violence and abuse.

**Monarch Services – Servicios Monarca &
Santa Cruz City Schools District
Memorandum of Understanding**

This proposed contract between Monarch Services and Santa Cruz City Schools (SCCS) is to provide on-site intimate partner, sexual assault and/or human trafficking intervention services and education to students, staff and faculty.

RESPONSIBILITIES

Monarch Services – Servicios Monarca SHALL:

1. Provide on-site advocacy services on a set schedule for students, staff and faculty on a weekly basis.
2. Provide in person and/or virtual support services to students as needed.
3. Attend SCCS' meetings as needed.
4. Provide intimate partner violence, teen dating violence and human trafficking education workshops as requested.
5. Adhere to all Monarch Services confidentiality policies. .

SCCS SHALL:

1. Refer students, faculty, and staff as appropriate to the Monarch Services Case Manager for services.
2. Provide physical space for Monarch Services Advocates to meet with individuals.

Kalyne Foster Renda
Co-Executive Director
Monarch Services-Servicios Monarca

Date 3/28/22

Gail Atlansky
Director of Student Services
SCCS

Date 3/25/2022

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: STOPit Solutions Contract

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the attached contract to provide access to STOPit Solutions.

BACKGROUND:

STOPit Solutions is a reporting system that will allow students, staff, and families to anonymously report safety, misconduct, or compliance concerns to help others or to connect themselves with trained counselors from the Crisis Text Line for immediate assistance.

STOPit Solutions provides an app, website, and telephone hotline for users to submit actionable information, including screenshots, photos, audio, and videos, to intervene and get help for individuals who may want to hurt themselves or others.

Time is critical when there is a safety issue, and the system is designed to quickly inform assigned members of our district response teams and 911 (as needed) of submitted incidents – resulting in faster, more actionable responses to urgent situations.

STOPit will support our efforts to support the safety and wellness of our school community.

FISCAL IMPACT:

Not To Exceed \$5,202 - Medi-Cal Activities Administrative 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 #6: SCCS will maintain strong communication and partnership with its diverse community.

AGENDA ITEM: 8.2.1.16.



Subscriber: Santa Cruz City Schools
 Proposed by: Matthew Toth
 Vertical: K-12

**SAFER Has Paid for you to Get the STOPit App, IMS,
 Hotline & Crisis Text Line
 SIGN UP TODAY**

ORDER FORM

School District Information

District Name: Santa Cruz City Schools

Address:

City:

State:

Zip Code:

STOPit posters will be shipped to this address.

of Students 6120

of Elementary Schools

of Middle Schools

of High Schools

Lead Admin

Name:

Title:

Email:

Mobile Phone:

Superintendent

Name:

Title:

Email:

Mobile Phone:

Lead Admin serves as the STOPit Champion responsible for setting up your STOPit Account, assigning other Administrators, and have access across the entire account.

Terms and Conditions

Contract Start Date:

Contract End Date: 6/30/2023

Payment Terms: Net 30

Products

Product	Description	Quantity	Price
STOPit Platform	STOPit ARS, Incident Response Center, Crisis Text Line and Hotline	6120	USD 3,060
STOPit Services	Out of Hours Service	6120	USD 2,142
			USD
			USD
Total			USD 5,202

Agreed & Accepted

Subscriber

INSPIRIT GROUP, LLC d/b/a STOPit

By: _____

Name: _____

Title: _____

Date: _____

By: 

Name: Parkhill Mays

Title: CEO

Date: 05-20-22

STOPIT SUBSCRIBER AGREEMENT – SAFER INSURED

This Subscriber Agreement (this "Agreement") is made effective as of _____, ("Effective Date"), by and among Inspirit Group, LLC, d/b/a STOPit, a Delaware limited liability company, having its principal place of business at 101 Crawfords Corner Rd, Ste 4-105R, Holmdel, New Jersey 07733 ("STOPit"), and Santa Cruz City Schools _____, a _____, having its principal place of business at _____ ("Subscriber").

1. **Subscription Service.** Pursuant to the terms of this Agreement Order Form and STOPit Services Rider, which together govern STOPit's provision and Subscriber's use of the STOPit services ("Service"): (i) STOPit shall provide online access to, and allow Subscriber and an unlimited number of Subscriber's employees and contractors to use, STOPit Admin; and (ii) Subscriber will have the right to authorize that number of individuals associated with its organization ("Users"), as specified in the Order Form (defined in Section 3 below), to access, download and use the STOPit application tool ("Application"). STOPit Admin and the Application are referred to as the "STOPit Platform."
2. **Restrictions and Limitations.** Subscriber shall not, and shall not allow any third party, including any employee, contractor or User, to use the STOPit Platform for any purpose other than its intended purpose, without violating any applicable laws or regulations or the rights of any person, and, with respect to the Application, pursuant to STOPit's online Application Terms of Use. Subscriber agrees that: (i) the provision, operation and quality of certain services available via the Application ("Application Features") will be the sole and exclusive responsibility of Subscriber; (ii) STOPit will have no responsibility for the actual provision, operation, quality or response time of any such services provided by Subscriber via any Application Features; (iii) the ability to use certain Application Features will depend on various technical factors, such as the availability and quality of third party network services, which are not within STOPit's control and for which STOPit shall have no responsibility; (iv) STOPit will not review any of the reports generated by the Application or monitor Subscriber's use of STOPit Admin; (v) it is the sole responsibility of Subscriber to verify the accuracy and reliability of such reports, and Subscriber shall take timely, commercially reasonable and appropriate actions in response to the reports; (vi) STOPit shall have no responsibility regarding Subscriber's use or non-use of any communications posted, submitted or transmitted through Users' use of the Application; (vii) STOPit owns all right, title and interest in and to the STOPit Platform and all related technology and content developed or generated by or for, or acquired by, STOPit.
3. **Fees and Payment.** STOPit and Subscriber acknowledge and agree that the fees payable in consideration for Subscriber's rights under this Agreement shall be invoiced to Subscriber by SAFER, pursuant to a separate Subscriber Agreement between SAFER and STOPit.
4. **Compliance with Laws, Privacy, Data and Confidentiality.** Each party agrees that, in providing or making any use of the Service, it shall comply with all state, provincial and federal laws, regulations and rules that apply to it, including those regarding the transmission, collection, storage or protection of personal information and data via the Application, including, without limitation, the Children's Online Privacy Protection Act and the Family Educational Rights and Privacy Act. Upon termination or expiration of this Agreement, STOPit shall have the right to delete any identifiable data or personal information that may be residing on the STOPit Platform using the highest commercial measures to protect against its unauthorized access or use. Prior to STOPit's deletion of any such data or personal information, STOPit shall provide Subscriber with written notice of such deletion, and upon the written request of Subscriber, STOPit shall, to the extent allowed by law provide a full download of incident related data to Subscriber in a mutually agreed format. In no event shall STOPit delete any such data or personal information (i) that is required to be maintained by law; or (ii) until 60 days have passed since STOPit provided Subscriber with written notice of such deletion. STOPit shall have the right to maintain all organizational and incident metadata for use in statistical reporting and analysis, and to retain any data as may be required by law. Each party shall use reasonable care to safeguard the confidentiality of the other party's non-public information ("Confidential Information") disclosed to it. STOPit's non-public information includes all information regarding the STOPit Platform and all financial terms.
5. **Notice and Audit.** STOPit shall report, in writing, to Subscriber any suspected or actual use or disclosure of Confidential Information not authorized by this Agreement, including any reasonable belief that an unauthorized individual has accessed Confidential Information. STOPit agrees to cooperate with Subscriber in its compliance with all applicable laws that require the notification of individuals in the event of unauthorized release of personally identifiable information or any other event requiring notification by Subscriber. Upon the provision of reasonable notice by Subscriber, (i) not more than once per year during the term of the Agreement; (ii) following an information security incident; (iii) following any discovery or reasonable suspicion by Subscriber that STOPit is not in compliance with this Agreement; (iv) following a privacy or information security vulnerability experienced by STOPit; or (v) as requested, demanded or required by any regulator or government body or by any privacy or data security laws,

Subscriber or its designee, at their sole cost and expense, or a regulator may undertake a security assessment, network scan, forensic investigation and/or audit of the systems and information security measures of STOPit.

6. **Use of Names.** STOPit shall not use the name, trademarks, or logos of Subscriber for any marketing, case study, or other purpose, without the prior written consent of Subscriber.

7. **Term and Termination.** This Agreement commences on the Effective Date and, unless terminated as set forth herein, continues for such period as set forth in the Order Form, or, if no period is set forth in the Order Form, for a period of one (1) year. Except as otherwise specifically provided in the Order Form, this Agreement shall automatically renew for an additional term of one (1) year ("Renewal Term"), at the rates agreed upon in the Order Form or otherwise between SAFER and STOPit, unless either party gives the other party notice of non-renewal at least ninety (90) days prior to the end of the then-current term. To the extent necessary, prior to the commencement of any renewal term STOPit will deactivate the Application with respect to Users that are no longer associated with Subscriber's organization. A party may terminate this Agreement for cause upon 30 days written notice to the other party of a material breach if such breach remains uncured at the expiration of such period.

8. **Warranty Disclaimer.** STOPit represents and warrants that: (i) it is in compliance with its Privacy Policy; (ii) to STOPit's knowledge, the STOPit Platform does not infringe on any patent, copyright, trademark, service mark or other intellectual property right of any individual or third party, and that STOPit has obtained all permissions or licenses necessary for STOPit to perform its obligations under this Agreement; (iii) to STOPit's knowledge, the STOPit Platform and any other STOPit software is free of any viruses or other disabling code; and (iv) STOPit has no knowledge of any litigation alleging third-party intellectual property infringement affecting the STOPit Platform. STOPIT DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE WARRANTIES OF DESIGN, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT, OR ARISING FROM A COURSE OF DEALING OR USAGE OF TRADE. STOPIT DOES NOT WARRANT THAT USE OF THE STOPIT PLATFORM WILL PREVENT OR END ANY PARTICULAR INCIDENT OF INAPPROPRIATE CONDUCT. IT IS SUBSCRIBER'S SOLE RESPONSIBILITY TO REVIEW ALL SUCH REPORTS, JUDGE THEIR ACCURACY AND TAKE ANY AND ALL APPROPRIATE ACTIONS. STOPIT PROVIDES A TOOL TO ASSIST USERS IN CONTACTING SUBSCRIBER, BUT IT IS SOLELY SUBSCRIBER'S RESPONSIBILITY TO RESPOND TO ANY INAPPROPRIATE CONDUCT.

9. **Indemnification.** Each party ("Indemnifying Party") agrees to defend, indemnify and hold harmless the other party and its directors, officers, employees, agents, contractors and third party vendors (collectively, "Indemnified Parties"), from any loss, claim, liability, damage, judgment, award, cost or expense (including attorneys' fees) of any kind (collectively, "Losses") incurred or sustained by them in any action, suit, claim or proceeding of any kind brought by any person or entity (collectively, "Claims") related to or arising from (i) any breach of the Indemnifying Party's obligations under this Agreement; or (ii) any actual or alleged negligent act, error, omission of the Indemnifying Party.

10. **General Provisions.** Except for obligations to make payments, neither party is responsible for delays or failures to perform its responsibilities under this Agreement due to causes beyond its reasonable control. This Agreement constitutes the entire agreement between the parties and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No modification of this Agreement shall be effective unless set forth in a writing signed by the parties. This Agreement shall be governed by the laws of the State of California. Each party consents to the exclusive jurisdiction of the state and federal courts located in the State of California.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

INSPIRIT GROUP, LLC
d/b/a STOPit

[SUBSCRIBER]

By: _____

By: _____

Name: Parkhill Mays

Name: Gail Atlansky

Title: President

Title: Title

STOPit SERVICES RIDER

1. **Subscription Agreement.** This Rider shall serve as a supplement and annexed to the STOPit Subscriber Agreement (the "Agreement") executed in connection herewith. All capitalized terms used but not defined herein shall have the meanings ascribed to them in the Agreement.
2. **Use of STOPit Services.** Subscriber has agreed to utilize STOPit Services offered in conjunction with Subscriber's use of the STOPit Platform and specified on an Order Form. Subscriber understands and acknowledges the provision of such services may involve access to and / or generation of Subscriber's reports by STOPit personnel or trusted third parties under the direct supervision of STOPit.
3. **Statement of Consent.** By utilizing STOPit Services, Subscriber expressly consents, on its own behalf and on behalf of its users, to STOPit's access to and use of reports and information conveyed independently or through the STOPit Platform. Subscriber acknowledges and understands that STOPit will act upon such reports in accordance with its specific policies and procedures as they exist from time to time, and Subscriber provided emergency response procedures which may be provided by Subscriber prior to commencement of the STOPit Services.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Memorandum of Understanding: Santa Cruz County
Office of Education Career Technical Education: IT Essentials

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Memorandum of Understanding between Santa Cruz County Office of Education and Santa Cruz City Schools for the IT Essentials Career and Technical Education course.

BACKGROUND:

Santa Cruz City Schools is proposing to allow the Santa Cruz County Office of Education (SCCOE) to utilize classroom space at Soquel High School and Santa Cruz High School for the purpose of conducting classes in Networking and Cybersecurity related subjects in the 2022-2023 school year.

The classroom space will be made available on Tuesdays and Thursdays from 1:30pm-3:30pm on all official school days at Soquel High. The classroom space will be made available on Tuesdays and Thursdays from 4:00pm-5:30pm on all official school days at Santa Cruz High. The Santa Cruz County Office of Education will be able to access all appropriate equipment at Soquel High, including tables, audio, video, Wi-Fi Internet access, and power. Soquel will also provide a secure space for the Santa Cruz County Office of Education to lock up course hardware equipment.

FISCAL IMPACT:

The classroom and all necessary equipment will be provided free of charge to the Santa Cruz County Office of Education, and the Santa Cruz County Office of Education will not charge Santa Cruz City Schools the \$1,000 per student that it typically costs for students participating in a CTEP magnet course. Currently there are over 50 Santa Cruz City Schools students registered to take these 2 courses.

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: 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: 8.2.1.17.

**Memorandum of Understanding
Between Santa Cruz County Office of Education
And
Santa Cruz City Schools
Regarding**

Santa Cruz High School (SCHS) Classroom Space

This Memorandum of Understanding (MOU) is made and entered into by and between the Santa Cruz County Office of Education, CTEP (SCCOE) and SCCS (Santa Cruz City Schools) collectively “the Parties”.

SCCS proposes to allow the SCCOE to utilize a SCHS classroom space located at 415 Walnut Ave, Santa Cruz , CA 95060, for the purpose of conducting educational classes in Networking and Cybersecurity related subjects.

AGREEMENT: The Parties agree that SCHS has control of the premises and SCCS has the ability to sublet the premises. The premises are further identified as Classroom TBD. inclusive of the conference room.

NOW, THEREFORE, the Parties agree, in an effort to maximize this outreach program specifically to the youth of this area, SCCS will provide use of this space to SCCOE for the purpose of conducting Networking and Cybersecurity related education under the following terms and conditions:

- I. SCCS will make available a classroom to the SCCOE for the **2022-2023 Academic School Year on Tuesdays and Thursdays from 4:00- 5:30** on all official school days during the SCCOE academic year free of charge, as an in-kind donation. In exchange, the SCCOE will not charge SCCS the \$1,000 per student as is the typical cost for students participating in a CTEP magnet course.
- II. The SCCOE is welcome to access all appropriate equipment belonging to SCCS/SCHS **including tables, audio, video, Wifi internet access and power**. SCHS will provide a secure space to lock SCCOE course hardware equipment. Prompt replacement and/or satisfactory repair of tools and equipment lost or damaged by the SCCOE students, faculty or staff will be the responsibility of the SCCOE. SCCOE is responsible for any loss of tools or equipment through their lapse in security including unlocked doors and disarmed alarm. Similarly, SCHS will be permitted the use of the SCCOE equipment and furnishings and shall promptly replace or repair any items damaged or lost by SCHS .
- III. SCCS shall indemnify, defend, and hold the SCCOE harmless from any and all claims, damages, losses, causes of action and demand, including reasonable attorney’s fees and costs, incurred as a result of the negligent or wrongful acts or omissions of SCCS) .

- IV. The SCCOE shall indemnify, defend and hold SCCS harmless for any and all claims, damages, losses, causes of action and demand, including reasonable attorney's fees and costs, incurred as a result of the negligent or wrongful acts or omissions of the SCCOE.
- V. Currently, both SCCS and SCCOE are in the same JPA insurance pool (So Peninsula Region Insurance Group (SPRIG)); as such, proof of liability insurance will be waived. Should either party leave the JPA, this clause will be revoked and proof of insurance will be required.
- VI. The SCCOE shall provide the instructor of record, students and all classroom materials deemed appropriate by the SCCOE.
- VII. The SCCOE shall assume liability for students, instructor(s), employees, guests and visitors of the SCCOE program, except that the SCCOE does not assume liability for injury or damage caused by negligent or wrongful acts or omissions of SCCS . .
- VIII. The SCCOE shall ensure that any graffiti or damage to SCHS known to be caused by the SCCOE program participants will be removed or repaired within three (3) working days.
- IX. The SCCOE students as part of class activity, shall leave SCHS in a clean and orderly manner each day before departing, except that SCHS shall assume responsibility for stocking and cleaning the restrooms.
- X. SCCS staff working under this MOU shall have completed the appropriate fingerprint process, as outlined below. In no case, shall a SCCS employee be left alone with SCCOE student/s without the presence of an SCCOE certificated staff member.

Criminal Background Check: By executing this Memorandum of Understanding, the CONTRACTOR agrees that if it is determined by the SUPERINTENDENT that the CONTRACTOR and/or their employees will have more than limited contact with students, a criminal background check through the Department of Justice in compliance with education code 42125.1 will be completed prior to services performed. If the CONTRACTOR requires a criminal background check as part of its own employment procedures, the CONTRACTOR shall certify in writing to the SUPERINTENDENT that neither the employer, nor any of its employees have been convicted of a felony (education code 45125.1). All individuals employed by the CONTRACTOR and performing services for the SUPERINTENDENT shall be listed by name on the certification which will be attached to the agreement prior to signature by the SUPERINTENDENT's officials.

- XI. Nothing contained in this Agreement shall be deemed to give any third party any claim or right of action against either Party that does not otherwise exist.

XII. The Parties agree that any disputes, agreements or interpretations of this MOU that cannot be resolved within ten (10) working days to the satisfaction of both Parties shall be subject to the following dispute resolution process:

- a. The Parties shall first pursue mediation to resolve the dispute;
- b. If mediation is not successful in ending the dispute, the parties shall submit the matter to non-binding arbitration by a mutually acceptable arbitrator;
- c. In the event that either party is unsatisfied with the arbitration result, that party may pursue any and all claims in a court of law.

XIII. The SCCOE and SCCS , respectively, bind themselves, their partners, successors, assigns, and representatives to the other party to this Agreement, and to the partners, successors, assigns and legal representatives of such other party with respect to all terms of this Agreement. Neither Party shall assign or transfer any interest in this Agreement without the written consent of the other.

SCCS Santa Cruz City Schools

Print Name Kris Munro, Superintendent

Signature _____

Date: _____

Santa Cruz County Office of Education

Print Name: Liann Reyes, Deputy Supt-Bus Svcs

Signature _____

Date: _____

**Memorandum of Understanding
Between Santa Cruz County Office of Education
And
Santa Cruz City Schools
Regarding**

Soquel High School (Soquel HS) Classroom Space

This Memorandum of Understanding (MOU) is made and entered into by and between the Santa Cruz County Office of Education, CTEP (SCCOE) and Soquel High School (Santa Cruz City Schools) collectively “the Parties”.

SCCS proposes to allow the SCCOE to utilize a Soquel HS classroom space located at 401 Old San Jose Rd, Soquel CA 95073 , for the purpose of conducting educational classes in Networking and Cybersecurity related subjects.

AGREEMENT: The Parties agree that Soquel HS has control of the premises and SCCS has the ability to sublet the premises. The premises are further identified as Classroom TBD. inclusive of the conference room.

NOW, THEREFORE, the Parties agree, in an effort to maximize this outreach program specifically to the youth of this area, SCCS will provide use of this space to SCCOE for the purpose of conducting Networking and Cybersecurity related education under the following terms and conditions:

- I. SCCS will make available a classroom to the SCCOE for the **2022-2023 Academic School Year on Tuesdays and Thursdays from 1:30-3:30** on all official school days during the SCCOE academic year free of charge, as an in-kind donation. In exchange, the SCCOE will not charge SCCS the \$1,000 per student as is the typical cost for students participating in a CTEP magnet course.
- II. The SCCOE is welcome to access all appropriate equipment belonging to SCCS/Soquel HS **including tables, audio, video, Wifi internet access and power**. Soquel HS will provide a secure space to lock SCCOE course hardware equipment. Prompt replacement and/or satisfactory repair of tools and equipment lost or damaged by the SCCOE students, faculty or staff will be the responsibility of the SCCOE. SCCOE is responsible for any loss of tools or equipment through their lapse in security including unlocked doors and disarmed alarm. Similarly, Soquel HS will be permitted the use of the SCCOE equipment and furnishings and shall promptly replace or repair any items damaged or lost by Soquel HS .
- III. SCCS shall indemnify, defend, and hold the SCCOE harmless from any and all claims, damages, losses, causes of action and demand, including reasonable attorney’s fees and costs, incurred as a result of the negligent or wrongful acts or omissions of SCCS) .

- IV. The SCCOE shall indemnify, defend and hold SCCS harmless for any and all claims, damages, losses, causes of action and demand, including reasonable attorney's fees and costs, incurred as a result of the negligent or wrongful acts or omissions of the SCCOE.
- V. Currently, both SCCS and SCCOE are in the same JPA insurance pool (So Peninsula Region Insurance Group (SPRIG)); as such, proof of liability insurance will be waived. Should either party leave the JPA, this clause will be revoked and proof of insurance will be required.
- VI. The SCCOE shall provide the instructor of record, students and all classroom materials deemed appropriate by the SCCOE.
- VII. The SCCOE shall assume liability for students, instructor(s), employees, guests and visitors of the SCCOE program, except that the SCCOE does not assume liability for injury or damage caused by negligent or wrongful acts or omissions of SCCS .
- VIII. The SCCOE shall ensure that any graffiti or damage to Soquel HS known to be caused by the SCCOE program participants will be removed or repaired within three (3) working days.
- IX. The SCCOE students as part of class activity, shall leave Soquel HS in a clean and orderly manner each day before departing, except that Soquel HS shall assume responsibility for stocking and cleaning the restrooms.
- X. SCCS staff working under this MOU shall have completed the appropriate fingerprint process, as outlined below. In no case, shall a SCCS employee be left alone with SCCOE student/s without the presence of an SCCOE certificated staff member.

Criminal Background Check: By executing this Memorandum of Understanding, the CONTRACTOR agrees that if it is determined by the SUPERINTENDENT that the CONTRACTOR and/or their employees will have more than limited contact with students, a criminal background check through the Department of Justice in compliance with education code 42125.1 will be completed prior to services performed. If the CONTRACTOR requires a criminal background check as part of its own employment procedures, the CONTRACTOR shall certify in writing to the SUPERINTENDENT that neither the employer, nor any of its employees have been convicted of a felony (education code 45125.1). All individuals employed by the CONTRACTOR and performing services for the SUPERINTENDENT shall be listed by name on the certification which will be attached to the agreement prior to signature by the SUPERINTENDENT's officials.

- XI. Nothing contained in this Agreement shall be deemed to give any third party any claim or right of action against either Party that does not otherwise exist.

XII. The Parties agree that any disputes, agreements or interpretations of this MOU that cannot be resolved within ten (10) working days to the satisfaction of both Parties shall be subject to the following dispute resolution process:

- a. The Parties shall first pursue mediation to resolve the dispute;
- b. If mediation is not successful in ending the dispute, the parties shall submit the matter to non-binding arbitration by a mutually acceptable arbitrator;
- c. In the event that either party is unsatisfied with the arbitration result, that party may pursue any and all claims in a court of law.

XIII. The SCCOE and SCCS , respectively, bind themselves, their partners, successors, assigns, and representatives to the other party to this Agreement, and to the partners, successors, assigns and legal representatives of such other party with respect to all terms of this Agreement. Neither Party shall assign or transfer any interest in this Agreement without the written consent of the other.

SCCS (Soquel High School)

Print Name Kris Munro, Superintendent

Signature _____

Date _____

Santa Cruz County Office of Education

Print Name: Liann Reyes, Deputy Supt-Bus Svcs

Signature _____

Date _____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Second Step Curriculum License Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Second Step license renewal for Santa Cruz City Schools District.

BACKGROUND:

Second Step is a digital social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal setting. In teacher-facilitated group settings, students connect with the content, each other, and the teacher as they build new social-emotional skills. The variety in the media, activities, and interactive components in the program help engage every learner and provide opportunities for culturally relevant teaching. The look and feel of each grade's lessons evolve as students grow into new developmental stages. Its digital format enables continuous improvement based on up-to-date research and feedback.

Santa Cruz City Schools Elementary and Middle Schools have been using the program for several years to support instruction in social-emotional learning for all students. The program is part of the Positive Behavior Interventions and Supports plans at all school sites. Purchasing the three-year license will allow schools to keep this curriculum as a part of their long-term plan to support students at a discounted rate.

FISCAL IMPACT:

\$31,838.71 LCFF Base (Unrestricted) & Title IV (Restricted)

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

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



2815 Second Avenue, Suite 400
Seattle, WA 98121-3207 USA
800-634-4449 FAX: 206-343-1445
orders@cfchildren.org

Quote

Quote # 5025194
Date 5/5/2022
Customer ID 10122857

Bill To

Santa Cruz City School Distict
133 Mission St Ste 100
Santa Cruz CA 95060
United States

Ship To

Gail Atlansky
Santa Cruz City School Distict
405 Old San Jose Road
Room 309
Soquel CA 95073
United States

Requested By

Gail Atlansky

Ship To

Gail Atlansky

Setup Admin

Name: Casey O'Brien
Email: cobrien@sccs.net

Entered By

Kelly Brazell

Item	Description	Months	Start Date	End Date	QTY	Rate	Amount
904103	Second Step Grades K-8, Multi-Site Pricing, 3-Year Licenses Renewing Subscription ID: 80016842	35	8/27/2022	7/31/2025	1	\$5,551.35	\$5,551.35
904103	Second Step Grades K-8, Multi-Site Pricing, 3-Year Licenses		5/5/2022	7/31/2025	5	\$5,710.00	\$28,550.00
903003	Second Step Grades K-8, Single-Site Pricing, 3-Year License		5/5/2022	7/31/2025	1	\$1,275.00	\$1,275.00

Subtotal \$35,376.35
Discount (\$3,537.64)
Shipping & Handling \$0.00
Sales Tax* (%) \$0.00

TOTAL \$31,838.71

Please remit in US Funds.

Make check payable to: Committee for Children

*Sales tax rates are based on the ship to address. All rates are estimates until shipped. If tax was included in this quote and your organization is state sales tax exempt, email your state sales tax exemption ID and certificate to orders@cfchildren.org.

Memo: 3-year K-8 digital SSP renewal + new licenses

Shipping Method: UPS Ground (UPS)

Your Second Step program License purchase is governed by the applicable License Agreement at:
<https://secondstep.org/license-agreements>

Prices valid for 30 days from quote date.

Please Include quote ID:5025194 on your order to guarantee pricing.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Beyond SST Contract

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the three-year contract to provide access to Beyond Student Success Team

BACKGROUND:

Beyond SST is a full-featured system for formulating, updating, tracking, storing, and reporting on student data for Student Study Teams and 504 Services Plans. During the 2021-22 school year, Santa Cruz City Schools introduced Beyond SST to five SCCS pilot schools. This new tool supports district alignment with regards to forms and procedures used and provides central and site-based data analysis. This data allows for the identification of intervention strengths and challenges and overall progress monitoring of SST and 504 plans.

All SCCS schools will be implementing Beyond SST during the 2022-23 school year.

FISCAL IMPACT:

Not To Exceed:

Year 1: \$9,334 (Includes Annual fee and one-time set up fee)

Year 2: \$7,024

Year 3: \$7,024

Medi-Cal Activities Administrative Program (MAA) funding (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.

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
STUDENT SUCCESS TEAM MANAGEMENT SYSTEM
LICENSE AGREEMENT

This License Agreement (“Agreement”) is entered into this 1st day of July, 2022, by and between the San Joaquin County Office of Education, a county office of education of the state of California, (hereinafter “Provider”) and the Santa Cruz City Schools (hereinafter “Customer”), (collectively hereinafter “Parties”).

INTRODUCTION

WHEREAS, the Provider is the operator and owner of a web-based suite of tools, known as the Student Success Team System Management System (hereinafter “BEYOND SST”), for use by schools, school districts and county offices of education in formulating, updating, tracking, storing and reporting on Pupil Records, including, but not limited to, Student Success Team and 504 forms.

WHEREAS, Customer is interested in contracting with Provider in order to use BEYOND SST in Customer’s region.

NOW, THEREFORE, the Parties hereto agree as follows:

ARTICLE I
DEFINITIONS

- 1.1 “BEYOND SST” means the BEYOND SST System, which is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 1.2 “Administrative Contact” means the individual authorized by Customer to receive and provide information required to administer this Agreement.
- 1.3 “Adult Pupil” means a Pupil who has reached 18 years of age.
- 1.4 “Agreement” means this License Agreement.
- 1.5 “Authorized User” means the individual(s) authorized to access BEYOND SST on behalf of the Customer according to the terms of this Agreement.
- 1.6 “Customer Data” means documents, information, data, including Pupil Records submitted to Provider by Customer for processing through BEYOND SST and/or documents, information, and data input or maintained in BEYOND SST by Customer.
- 1.7 “Deidentified Information” means information that cannot be used to identify an individual pupil.
- 1.8 “Effective Date” means the date upon which this Agreement has been executed by both the Provider and the Customer.
- 1.9 “Password” means the License code provided to Customer’s Authorized Users to enable access to BEYOND SST.

- 1.10 “Parent” means a natural parent, an adopted parent or legal guardian of a Pupil.
- 1.11 “Pupil” or “Pupils” means a student or students of Customer.
- 1.12 “Personal User Identification” means the identification code given to Customer’s Authorized Users.
- 1.13 “Personally Identifiable Information” includes: 1) the Pupil’s name, 2) the name of the Pupil’s parent or other family members, 3) the address of the Pupil or Pupil’s family, 4) a personal identifier, such as a Pupil’s social security number, Pupil’s number, or biometric record, 5) other indirect identifiers, such as the Pupil’s date of birth, place of birth, and mother’s maiden name, 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty, or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.
- 1.14 “Pupil Records” means both of the following: 1) any information directly related to a Pupil that is maintained by Provider, including Personally Identifiable Information, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other Customer employee. “Pupil Records” does not mean aggregated Deidentified Information used by Provider for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the effectiveness of Provider’s products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.
- 1.15 “SELPA” means Customer’s Special Education Local Plan Area.
- 1.16 “Team” means the dedicated team providing early identification and early intervention for students.
- 1.17 “System Launch Date” means the earlier of: a) the date the BEYOND SST system is ready for use by Customer at the conclusion of the first training session as described in Section 2.6.1 (a) of this Agreement; or b) one hundred twenty (120) days after the Effective Date.
- 1.18 “Training Unit” means one day of training, Administrator or Teacher, whether it is one single all day session or multiple sessions within a single day (not to exceed 8 total hours total within a day).

ARTICLE II BEYOND SST SERVICES

- 2.1 Commencing on the Effective Date, Customer shall have the nonexclusive right, for the purposes and subject to the terms and conditions stated in this Agreement, for Customer’s Authorized Users to obtain access to and use of BEYOND SST at www.BeyondSST.org.
- 2.2 BEYOND SST is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 2.3 Implementation Steps and Timelines: The following steps, Implementation Meeting, Dataload and Training will be undertaken to implement use of BEYOND SST by the Customer after the Effective Date of this Agreement. See Appx “C” for Implementation Timeline Agreement.

2.4 Implementation Meeting

(a) This mandatory planning meeting may be held at the Customer's location, and must be held within 120 days of the Effective date of this contract, unless specific arrangements have been made to do otherwise.

(b) Specific due dates for data submission and System Manager/SST Coordinator Training will be established at the Implementation Meeting, using the form set forth in Appendix "C". Failure by the Customer to supply data by the dates established may result in additional fees and cancelled or delayed trainings.

2.5 Customer Data Submission and Loading

(a) Customer submits to Provider the Customer Data for loading which meets the Beyond SST data structure specifications requested by Provider.

(b) Customer Data shall be submitted on provided Excel templates and shall be complete for all participating districts noted on Appx. B.

(c) Files for all participating districts will be merged rather than being submitted by individual participating districts.

2.6 Dataload Phase 1, District and Schools. The following Phase 1 Dataload files are to be provided by Customer for loading no later than 15 days from the Implementation Meeting Date.

(a). Verify or supply details of all districts participating under this agreement, listed on Appx. B

(b). Verify or supply details of all schools within the districts that are participating under this agreement, listed on Appx. B

2.7 Dataload Phase 2, Authorized Users. The following Phase 2 Dataload files are to be provided by Customer for loading no later than 30 days from the Implementation Meeting Date.

(a). All authorized SELPA Level users (Optional)

(b). All authorized District Level users for each district participating under this agreement, listed on Appx. B

(c). All authorized School Site level users including Administrative/Clerical and SST Coordinators for each participating school from each district participating under this agreement, listed on Appx B

(d). All authorized Teacher Level users for each participating school from each district participating under this agreement, listed on Appx. B

2.8 Dataload Phase 3, Student Files. The following Phase 3 Dataload files are to be provided by Customer for loading no later than 35 days from the Implementation Meeting Date, and no later than 15 working days before the first System Manager Training date.

(a). To the best of their ability client shall provide a listing of students who currently have an active 504 plan, an active SST and any students who are being considered for an SST or are receiving early interventions in the classroom.

NOTE: This dataload does not include every district student.

(b). Any teachers included on the Student File must also be submitted on the Teacher file in Phase

2.9 Delays and Subsequent Dataloads. In the event the data submission deadline falls on a weekend or holiday, the data will be deliverable on the first workday after. Any dataloads subsequent to the established Phase 1, 2 and 3 dates may be subject to additional fees. In the event that Customer delays the submission of student data, authorized user information or district/school data more than one (1) time beyond an agreed upon submission date, Customer may be billed a penalty of Seven Hundred Fifty Dollars (\$750.) per day for each day of delay. Provider retains the right to refuse to do any loading of data provided after training has begun.

NOTE: Any data submitted to Provider that does not match data structure specifications requested by Provider may be subject to a new agreement. Loading of any additional Student Data other than what is provided on the Excel Dataload file templates may also be subject to a new agreement.

2.10 Training: Provider will make every effort to accommodate Customer's desired training dates, however trainings are scheduled based on availability of Provider staff.

Under this Agreement, Provider will provide four (4) Training Units, including at least one (1) unit of System Management/SST Coordinator Training. Additional training units may be purchased (subject to availability of schedule).

2.11 System Management/SST Coordinator Level Training.

2.12 Teacher Training (Direct or Training of Trainers).

2.13 System Management Level Training - To be held within 60 days of the Implementation Meeting and within 180 days of the Effective Date.

(a). The System is considered "Launched" (System Launch Date) on the date of the System Management Training,

(b). To be scheduled by the Customer no more than 20 days before the beginning of Teacher Level Training.

(c). Sessions will last approximately six hours and will be conducted in a computer lab setting with groups of 20 to 25 users.

(d). System Management Level Training must be completed prior to Teacher Training.

2.14 Teacher Training, TOT or Direct

(a). To be scheduled by the Customer no more than 20 days after the System Management training.

(b). Unless a different agreement is made between Customer and Provider at the Implementation Meeting, Teacher Trainings are to be scheduled to begin no more than 20 days after System

Management training.

(c). Teacher TOT sessions last approximately 6 hours and will be conducted in a computer lab setting with groups of 20-25 users

(d). Direct, on site, Teacher Level Training sessions last approximately 3 hours and will be conducted in a computer lab setting with groups of 20-25 users. If completed on the same day, two Teacher Level Sessions will be considered one unit.

2.15 Hosting, Enhancement and Maintenance.

(a) BEYOND SST will be hosted for the Customer for a period of thirty-six (36) months commencing with the System Launch Date.

(b) Customer can choose to use any forms currently available in the system for no extra charge for programming or maintenance fee increases, as long as the forms are used as-is with no changes. [1]

(c) Help Desk Services: Both telephone and online Help Desk service will be provided for the duration of this Agreement. Help Desk hours are Monday through Friday 8:00 a.m. through 5:00 p.m., excluding Provider's holidays. During these hours, Provider shall endeavor to respond to Help Desk inquiries within 24 hours of receipt (weekends and holidays excluded).

(d) It is anticipated that enhancements to BEYOND SST will be ongoing.

2.16 It is understood and agreed that maintenance may be required from time to time and Provider will endeavor to provide Customer with reasonable prior notice of such maintenance by posting such notice on the home page of BEYOND SST. It is also understood that emergency maintenance may be required and, in such case, prior notice of such maintenance will not be provided to Customers.

ARTICLE III LICENSE FEE AND PAYMENT TERMS

3.1 **License Fee:** In consideration for the license to obtain access to and use BEYOND SST as provided herein, Customer agrees to pay Provider the License and Set Up Fees as specified in Appendix "A" and calculated based on the most recent CBEDS enrollment count reported to the state of California for the Customer and any related entities listed in Appendix "B", as of the current fiscal year. Provider reserves the right to charge the Provider's standard implementation fee should the Customer agree to a new Agreement at a later date.[2]

3.2 **Payment Terms:**

(a) Customer shall be invoiced for the Year One License Fee and Setup Fee upon the Provider's initial receipt of Customer Data for the amount of Nine Thousand One Hundred and Thirty-Five Dollars (\$9,135)

(b) Customer shall be invoiced for the Year Two License twelve (12) months after the Year One License Fee invoice date for the amount of Six Thousand, Eight Hundred and Eighty-Five Dollars (\$6,885)

(c) Customer shall be invoiced for the Year Three License twenty-four (24) months after the Year One License Fee invoice date for the amount of Six Thousand, Eight Hundred and Eighty-Five Dollars

(\$6,885)

- (d) Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of invoices.

NOTE: 10% Discount applied.

ARTICLE IV TERM AND TERMINATION

- 4.1 This Agreement shall be in effect between the Provider and the Customer beginning with the Effective Date and terminating twelve (12) months from the Effective Date. ("Initial Term"). The Initial Term may be extended pursuant to written agreement between Provider and Customer.
- 4.2 In addition to the right to terminate pursuant to Article XII, either Provider or Customer may terminate this Agreement upon at least thirty (30) days prior written notice to the other party, with such termination under this Section 4.2 to be effective at the end of the current period for which Customer has paid License Fees when the notice of termination is provided.
- 4.3 The provisions under which this Agreement may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

ARTICLE V CONTENT AND USE OF BEYOND SST

- 5.1 The Customer shall have the right to provide Customer Data to Provider for inclusion in BEYOND SST as follows:
 - (a) Customer is authorized to submit Customer Data to BEYOND SST. By submission of Customer Data to Provider, Customer grants Provider a nonexclusive, royalty-free license to include the Customer Data in Provider's BEYOND SST for use by Customer's Authorized Users of BEYOND SST, with such use to include, but not be limited to copying, displaying, modifying, and preparation of reports under the terms and conditions of this Agreement.
 - (b) Customer hereby warrants and represents that such Customer Data does not violate any intellectual property rights or privacy rights of third parties. Customer hereby agrees to indemnify, defend and hold harmless Provider from any and all liability associated with Provider's inclusion of Customer Data in BEYOND SST. Customer further assumes sole responsibility for compliance with all intellectual property and privacy laws by any Authorized Users of the customer.
 - (c) Customer shall have the right to possession of its Customer Data and Ownership and Control of Customer Data, Including Pupil Records. At all times during the term of this Agreement and after the expiration or earlier termination of this Agreement as set forth in Section 4.2, all Pupil Records remain the exclusive property of Customer and Customer retains exclusive rights, ownership and control thereto.
 - (d) Use of Pupil Records. Provider shall not use any Pupil Records to which it has access by way

of this Agreement for any purpose other than those required or specifically permitted by this Agreement.

- (e) Review and Correction of Pupil Records. A Parent or Adult Pupil may review his/her Pupil Records that are retained, stored, hosted, accessed or used by Provider by making a request in writing to Customer for access to the subject Pupil Records. Subject to Customer verification of identity, approval of disclosure and redaction of any Personally Identifiable Information of a Pupil other than the Pupil of the Parent or Adult Pupil, who is making the request, Customer will direct Provider to provide access to any/all requested Pupil Records within five (5) business days or as otherwise required by law, by issuing the Parent or Adult Pupil a temporary user name and password to log on to the Provider's software/information system to review the requested Pupil Records[3]. This time frame may be extended by written consent of the Parent or Adult Pupil. A Parent or Adult Pupil may submit written corrections to Pupil Records retained, stored, hosted, accessed or used by Provider to Customer. Customer shall have exclusive authority over Provider with respect to authorizing disclosure of Pupil Records pursuant to this Agreement.
- (f) A Parent or Adult Pupil may correct erroneous information identified upon review of Pupil Records by making a written request to Customer. Subject to Customer's verification of identity and approval of such a request to correct the erroneous information, Customer shall notify Provider of the approved request and direct Provider to correct the erroneous information. Provider will not make any modification to Pupil Records unless specifically directed to do so by Customer. Provider shall direct all requests to review and/or correct erroneous information to Customer through the following contact information:

Gail Atlansky

(831) 429-3410

gatlansky@sccs.net

133 Mission Street, Ste. 100, Santa Cruz, CA 95060

- 5.2 Targeted Advertising Prohibited. Provider shall not use any Customer Data, including Pupil Records, to engage in targeted advertising during the term of this Agreement, and this provision survives the termination of this Agreement.

ARTICLE VI PROVIDER'S PROPRIETARY RIGHTS IN BEYOND SST/NONDISCLOSURE

- 6.0 Customer acknowledges that BEYOND SST is the property of the Provider and that the value of BEYOND SST is in part determined by the Provider's ability to limit access to and use of BEYOND SST.

- 6.1 Except as specifically allowed in this Section 6.2, Customer agrees not to disclose or make available to any third party any of Provider's proprietary property to which Customer is granted access pursuant to this Agreement, including, without limitation, manuals and instructions for operation of BEYOND SST, knowledge of operating methods, Passwords, Personal User Identification, and the names and designations of any equipment comprising the system. Customer may grant, to a Third Party Service Provider, access

to Provider's proprietary property described in this Section 6.2 on the condition that the Third Party Service Provider agrees to comply with the Customer's obligations under this Agreement.

6.2 To further protect the Provider's proprietary rights in BEYOND SST, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement and require each Authorized User to maintain those obligations. Each Authorized User shall agree to the Terms of Use required of all users of the website before accessing the BEYOND SST website.

6.3 Customer's Authorized Users are prohibited from accessing or using BEYOND SST for any purpose other than to serve the Customer in connection with this Agreement. If an Authorized User uses BEYOND SST for any unauthorized purpose, the use shall be deemed a breach of this Agreement.

6.4 BEYOND SST and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.

ARTICLE VII PROTECTION OF PRIVATE CUSTOMER DATA

7.1 Customer and Provider recognize that some Customer Data contains Pupil Records and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, *et seq.* Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.

7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any third party any Pupil Records to which Customer's Authorized users are granted access pursuant to this Agreement.

7.3 To further protect Customer Data, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations.

7.4 Any failure by an Authorized User to protect Pupil Records shall deemed a breach of this Agreement.

7.5 All Customer Data, including Pupil Records shall remain the property of Customer.

7.6 Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

(a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.

(b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.

(c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.

(d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.

(f) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.

(g) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.

(h) Provider warrants that all Pupil Records will be encrypted in transmission and storage.

(i) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7 Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

(a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.

7.8 Parent or Adult Pupil will be immediately notified of:

(a) The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);

(b) The specific Pupil Records that were used or disclosed without authorization;

(c) What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and

(d) What corrective action Provider and Customer have taken or will take to prevent future occurrences.

7.9 Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.10 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer

through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a “legitimate educational interest,” as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.

Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.

By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize disclosure by Customer.

Within thirty (30) days of the effective date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed pursuant to Customer’s written request, the date of destruction and the method of destruction.

ARTICLE VIII PERSONAL USER IDENTIFICATION AND PASSWORD PROVIDED

8.0 Customer’s Authorized Users shall gain access to BEYOND SST via the Internet through the Authorized Users’ Personal User Identification and Password.

8.1 Immediately following the initial data loading of Authorized Users, Customer shall assume sole responsibility for the management of Personal User Identification and Passwords for all Customers’ Authorized Users. The Customers’ Administrative Contact, or designee at either the SELPA or school district level, shall be responsible for ensuring that Personal User Identification and Passwords are provided only to Authorized Users and for managing, disabling or authorizing new Authorized Users Personal User Identification and Passwords.

ARTICLE IX PASSWORD USE AND SECURITY

9.0 Customer agrees to assume sole responsibility for the security of the Passwords issued to it. Customer is solely responsible for disabling lost or stolen Passwords and Personal User Identification and for disabling user accounts that are no longer active.

ARTICLE X LIABILITY FOR FAILURES OR DELAYS

10.0 Customer agrees that Provider shall not be liable in any way for any delays or failures in performance or for any interruption of Provider's service and further agrees to indemnify and hold Provider harmless from any loss or claims or loss arising out of the use of Provider's service or any materials provided under this Agreement.

ARTICLE XI WARRANTY DISCLAIMER

11.0 **PROVIDER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. PROVIDER ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER. CUSTOMER AGREES THAT PROVIDER SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS AGREEMENT, EVEN IF CUSTOMER HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.**

ARTICLE XII DEFAULT

12.0 Events Of Default. This Agreement may be terminated by the nondefaulting party if any of the following events occur: (1) if a party materially fails to perform or comply with this Agreement or any provision hereof; (2) if a party becomes insolvent or admits in writing its inability to pay its debts as they mature, or makes an assignment for the benefit of creditors; (3) if a petition under any foreign, state or United States bankruptcy act, receivership statute, or the like, as they now exist, or as they may be amended, is filed by a party; or (4) if such a petition is filed by any third party, or an application for a receiver is made by anyone and such petition or application is not resolved favorably within ninety (90) days.

12.1 Obligations On Termination By Default. Within ten (10) days after termination of this Agreement, Customer shall cease and desist use of BEYOND SST. Provider reserves the right to disable any and all Passwords issued to Customer upon Customer's default herein.

ARTICLE XIII NOTICES

13.1 All notices, authorizations, and requests in connection with this Agreement shall be deemed given (i) five (5) days after being deposited in the U.S. mail, postage prepaid, certified or registered, return receipt requested; or (ii) one (1) day after being sent by overnight courier, charges prepaid, with confirming fax; and addressed as first set forth below or to such other address as the party to receive the notice so designates by written notice to the other party.

Provider

Name: San Joaquin County Office of Education

Attn: Johnny Arguelles
Director, CodeStack

Customer

Name: Santa Cruz City Schools

Attn: Gail Atlansky
Director of Student Services

Address: P.O. Box 213030
Stockton, CA 95213

Address: 133 Mission Street, Suite 100
Santa Cruz, CA 95060

Phone: (209) 468-5924
Fax: (209) 468-9235

Phone: (831) 429-3410
Fax:

ARTICLE XIV INDEMNITY

14.0 In addition to the provisions stated above in Article V, X and XI, Customer agrees to defend, indemnify and hold harmless Provider and its Board of Education, Board members, directors, officers, employees and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and any other expenses arising out of or on account of any third party claim resulting or arising from Customer's use of BEYOND SST, or Customer's breach of any terms of this Agreement either by intentional misconduct or negligence of Customer's directors, officers, employees or agents.

ARTICLE XV GOVERNING LAW, JURISDICTION AND VENUE

15.0 The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the state of California.

15.1 The California state court, County of San Joaquin, shall have exclusive jurisdiction and venue over any dispute arising out of this Agreement, and Customer hereby consents to the jurisdiction of such courts.

ARTICLE XVI SEVERABILITY

16.0 If any provisions of this Agreement shall be held to be invalid, legality and enforceability of the remaining provisions shall not be in any way affected or impaired thereby.

ARTICLE XVII NONASSIGNABILITY

17.0 This Agreement shall be binding upon, inure to the benefit of the parties hereto and their respective successors and assigns; provided, however that the rights and benefits conferred upon Customer hereunder may not be assigned or otherwise transferred by Customer without prior written consent of the Provider.

ARTICLE XVIII

ENTIRE AGREEMENT

18.0 This Agreement embodies the entire understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein.

ARTICLE XIX MODIFICATIONS

19.0 This Agreement may not be supplemented, modified, amended, released or discharged except by an instrument in writing signed by each party's duly authorized representatives.

ARTICLE XX NONWAIVER OF RIGHTS

20.0 Customer and Provider agree that no failure to exercise and no delay in exercising any right, power, or privilege on the part of either party shall operate as a waiver of any right, power or privilege under this Agreement. Customer and Provider further agree that no single or partial exercise of any right, power, or privilege under this Agreement shall preclude further exercise thereof.

IN WITNESS WHEREOF, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

Provider

Customer

**SAN JOAQUIN COUNTY OFFICE OF
EDUCATION SCHOOL**

SANTA CRUZ CITY SCHOOLS

By: _____

By: _____

Name: Johnny Arguelles

Name: Kris Munro

Title: Director, CodeStack

Title: Superintendent of Santa Cruz City Schools

Date: _____

Date: _____

APPENDIX “A”

2022 FEE SCHEDULE

ANNUAL LICENSE AND MAINTENANCE FEES:

SST/504 With API & E-Sign	\$1.25 per Student Based on CBEDS ADA (\$2,500 Min.) Year 1 Setup Fee 25% of ADA (\$2,500 Min.) Setup Fee Covers Implementation, Data Load and 4 Training Sessions
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APPENDIX “B”

ALL PARTICIPATING DISTRICTS COVERED UNDER THIS AGREEMENT

TOTAL NUMBER OF DISTRICTS: 1

TOTAL STUDENT COUNT FOR COMBINED DISTRICTS: 6,120

ENTITY NAME	STARTING ADA COUNT
SANTA CRUZ CITY SCHOOLS	6,120

Initial Below:

Provider: _____

Customer: _____

APPENDIX “C”
IMPLEMENTATION TIMELINE AGREEMENT

Customer will receive a copy of this form at or before the Implementation Meeting.

At the Implementation Meeting timelines will be established for each phase of the implementation.

**** Any variation of training timeline must be agreed to by Customer and Provider at the Implementation Meeting.**

Missed deadlines may result in delayed trainings and additional fees.

Event	Date
Effective Date This is the date of the Customer signature on this agreement.	
Implementation Meeting Date Must be within 60 days of the Effective Date	
Phase 1 District and School Data Verification/Submission Must be within 15 days of the Implementation Meeting Date	
Phase 2 System Users Data Submission Must be within 30 days of the Implementation Meeting Date	
Phase 3 Student Data Submission Must be within 35 days of the Implementation Meeting Date At least 15 working days before the System Management Training	
System Management & SST Coordinator Training Date Must be within 60 days of the Implementation Meeting Date Must be within 180 days of the Effective Date ** Within 20 days before Teacher Training begins	
Teacher Training	
Teacher Training	
Teacher Training	

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Amplified IT License Renewal

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Google Apps for Education (Amplified IT contract) for the Santa Cruz City Secondary School District.

BACKGROUND:

Currently, and for more than a decade, Santa Cruz City Schools has been a Google district, which means that the district uses Google and all the Google Apps for Education on a daily basis for communication and instruction. For the last two years, Santa Cruz City Schools has used the enhanced Google Apps for Education, which enables several features and enhances functionality within the Google Apps for teachers and the IT department.

The following Google Apps for Education enhancements are included in this package:

- Google Classroom Originality Reports (see more details below)
- Advanced security and analytics reports
- Access to Dedicated Google support specialists available 24/7
- The ability to livestream events up to 100,000 in-domain users
- Access to weekly Google Apps for Education Office Hours and quarterly best practices presentations
- Custom online training
- Advanced level support by subject matter experts

Google Classroom is one of the Google Apps for Education and it is currently used as the district's online Learning Management System. One feature of Google Classroom that secondary teachers use is called *Originality Reports* which gives teachers the ability to run a report on assignments that students turn in telling teachers how much content students have "quoted" from other texts that appear on the internet. In addition, Originality Reports compares all student responses to other peers within the whole district's domain. Using Originality Reports helps teachers know how much original work a student is submitting and helps them determine if a student is plagiarizing. This feature is especially important for secondary teachers, as students are regularly producing and turning in written work for all content areas.

AGENDA ITEM: 8.2.1.21.

FISCAL IMPACT:

Total Cost: \$8,016. ESSER 3 (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 #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.



Amplified IT, LLC
757-774 -5047

812 Granby St
Norfolk, Virginia
23510-2004
United States

Prepared For
Santa Cruz City Schools
133 Mission St
Santa Cruz, California
95060-3754
United States

Estimate Date
05/16/2022

Estimate Number
00151709

Description	Rate	Qty	Line Total
GOO-ENT-0101 Google Workspace for Education Plus - Legacy - 2020 pricing (50% off) - Full-Domain Staff: One year license for G Suite Enterprise for Education. Licensed Domains: sccs.net,sccs.santacruz.k12.ca.us,sccs-stu.net License Term: 2022-09-08 - 2023-09-07	\$24.00	334	\$8,016.00
GOO-ENT-0102 Google Workspace for Education Plus - Legacy - 2020 pricing (50% off) - Full-Domain Students: One year license for G Suite Enterprise for Education. Licensed Domains: sccs.net,sccs.santacruz.k12.ca.us,sccs-stu.net License Term: 2022-09-08 - 2023-09-07	\$0.00	3340	\$0.00
Subtotal			8,016.00
Tax			0.00
Estimate Total (USD)			\$8,016.00

Notes

Student Enrollment Verification Letters are required for all first time Education Standard and Education Plus orders. These letters confirm the number of students at your institution. This must align with the number of licenses you intend to buy, and must be returned with your PO before we complete your order.

Please note as required by Google you must purchase Google Workspace for Education and Google Voice from the same Reseller. All quotes are subject to Google confirmation of staff or student population size.

Terms

Please note that this document contains our current best estimate of pricing. Prices may change over time. While we always try to keep our customers in the loop, we reserve the right to change pricing before purchase without notice. An updated estimate can be requested at any time.

Please send purchase orders to info@amplifiedit.com or fax to 757-585-3550. If possible, please also include a copy of your organization's tax-exempt certificate with your purchase order. An exemption certificate is required to process Google Voice orders.

Amplified IT issues electronic invoices only. Please include an accounts payable email address with your purchase order to avoid billing delays. Full payment is required within 30 days of invoice. Otherwise, if you wish to pay by credit card please advise us with your order and note that a 3% service fee will be added to the invoice to cover payment processing charges.

The purchase of these products and services are bound by the relevant terms of services, privacy and data notices found here:

<https://www.amplifiedit.com/work-with-us/>

A copy of our W-9 form may also be downloaded from the link above.

Accepted payment methods:

By EFT (ACH or Wire):

Account Name: Amplified IT, LLC | ABA Routing: 021000021 | Account: 625029928

Bank: JP Morgan Chase Bank | New York, NY 10017 | SWIFT: CHASUS33

WHEN PAYING BY EFT PLEASE, EMAIL A PAYMENT REMITTANCE NOTICE TO:

EFTremit@amplifiedit.com | EFT Authorization forms may also be sent to this address.

Bill.com ePayment Network ID: 0171848914588926

By cheque: Please make payable to Amplified IT LLC | 812 Granby St | Norfolk, VA 23510-2004

By Credit Card: To cover the cost of accepting card payments (including FIS Integrated Payables and other P-Card/SUA programs) we require an 3% service charge. Contact us to add this fee prior to sending a card payment at ar.ait@amplifiedit.com.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Consultant Service Agreement: Miller Maxfield, Inc.

MEETING DATE: June 1, 2022

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Consultant Service Agreement for Miller Maxfield, Inc. to provide strategic consulting services.

BACKGROUND:

Miller Maxfield, Inc. is a reputable local strategic communications and public relations firm. Miller Maxfield will provide strategic consulting to the District to support planning for a potential general obligation bond in November 2022.

FISCAL IMPACT:

Not to exceed \$4,375 LCFF Base (Unrestricted)

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.

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

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: District Office Principal/Director: Jimmy Monreal

Describe Work to be Performed and District and Site Goals Supported:

Strategic consulting to support planning for a potential general obligation bond in fall of 2022. Supports District Goals #5 and #6

Qualifications of Consultant: Miller Maxfield is a firm that specializes in strategic communication and public affairs.

Name of Consultant: Miller Maxfield Inc. Tax I.D.# or SSN: 43-4388715
(Vendor Data form to Purchasing)

Address: 133 Mission Street Suite 101 Telephone #: 831-227-6469

City/State/Zip: Santa Cruz, CA 95060 Email: bill@millermxfield.com

Date(s) of Service: June - August 2022 Time: _____

Number of Hours: 25 hours per day X _____ days = _____ total hours.

Hourly/Daily Rate (specify): \$175 Meals: _____

Lodging: _____ Transportation: _____

TOTAL FEE TO BE PAID: \$4375 **Account #:** 01-0000-0-0000-7110-5800-053-000

Write out meaning of account number: Consulting Services

Approval of Business Services verifying account: _____ Date: _____

Authorized Signature of Consultant: _____ Date: 5/24/22

(NOTE: Consultant must submit invoice for payment upon completion of work)

Signature of Administrator Requesting Service Approval of Assistant Superintendent

Date: 5-17-22 Date: 5-17-22

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

- ☐ Consultants **will be** on campus on a regular basis (more than once) while students are present
☒ Consultant **will not** be on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: _____ Approval of Human Resources: _____ 5/26/22

PAYMENT AUTHORIZATION
(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment Date

Approval of Assistant Superintendent Date

Board of Education Approval: _____
(Required if over \$2500)

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).
Strategic consulting to plan for a potential general obligation bond in the fall of 2022.

2. State efforts made to identify qualified staff available within the district to carry out the requested services.
Staff are working with the support of local experts in the field who are connected to and understand our community.

3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.
Miller Maxfield will provide district support with communication through the process of determining whether to place measures on the ballot up until a potential campaign committee is formed.

4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).
Help inform the Board and leadership in planning for a potential ballot measure in the fall.

5. Evaluation Process - How will you know the goal/outcomes have been met?
Board action will determine whether or not the district moves forward with a November measure.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Food Services 2022-23 Request for Food & Supplies

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the 2022-23 recommendations from the Central Coast Purchasers Cooperative for the following items:

- Watsonville Coast Produce – Produce Bid (rollover)
- Sysco San Francisco, Danielsen Co., and GoldStar Foods - Grocery Bid (rollover)
- P&R Paper Company – Paper Bid (rollover)
- Goldstar Foods United States Department of Agriculture Distribution Bid - (Emergency Noncompetitive Procurement-1year)
- Producers Dairy - Milk Bid (Emergency Noncompetitive Procurement-1year)

BACKGROUND:

The above-mentioned bids are current vendors with an outstanding record of service. The board previously approved these items for the 2021-22 school year. Due to the price uncertainty and the large market fluctuations, Central Coast Cooperative recommends rolling these bids over and lock in the current pricing for the 2022-23 school year.

FISCAL IMPACT:

\$699,011 Food purchasing budget (Fund 13) including 3% increase for supply chain and market uncertainties (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 Amy Hedrick-Farr, Director, Food & Nutrition Services

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062

March 25, 2022

The Danielsen Company
Steven P Schwartz, Bid Coordinator
435 Southgate Court
Chico, Ca. 95928



Dear Mr. Steven Schwartz,

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

As we look forward to the next school year we would like to continue our partnership by requesting an extension of pricing ("rollover") for the 2022 -2023 school year for the awarded Grocery Bid.

Below is a list of the participating Districts:

Santa Cruz City Schools	Gonzales Unified School District
Live Oak Elementary School District	Scotts Valley Unified School District
Aromas San Juan Unified	North Monterey County Unified School District
Santa Rita Union School District	Soquel Union Elementary School District
San Benito High School District	Pacific Grove Unified School District
Monterey Peninsula Unified School District	Greenfield Union School District
Salinas City Elementary School District	San Lorenzo Valley Unified School District
Salinas High School District	Alisal Union School District
South Monterey County joint UHSD	Southside Elementary School District
Carmel Unified School District	Monterey County Probation Department

If you are in agreement with this request and wish to continue serving the Central Coast Purchasers, Please sign and return the attached agreement to Amy Hedrick-Farr at Santa Cruz City School District, Lead District for the Central Coast Purchasers Cooperative by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
to extend current pricing for the awarded Grocery Bid

The Danielsen Company

Steven Schwartz Bid Manager
Printed Name & Title

[Signature]
Signature

5/4/22
Date

On Behalf of Central Coast Purchaser Cooperative

Amy Hedrick-Farr President
Printed Name & Title

[Signature]
Signature

5-17-22
Date



April 22 , 2022

Central Coast Purchaser's Co-Op
Attn: Amy Hedrick-Farr
310 La Fonda Ave
Santa Cruz, CA 95062

Bid#: 2020-21 Rollover #2
Due: April 22 2022 @ 5:00 PM

Terms & Conditions of Food Contracts

BID LEGEND

SO = Special order - three case minimum. Please allow extra lead time. Will stock if usage warrants.
CMO = Combined Minimum Order from same manufacturer. Please watch for minimum quantity or weight requirements to receive bid pricing.
STA = Subject to availability from manufacturer.
MKT = Price is based on the market at time the bid was written; therefore, the price is subject to market increase or decrease and carries with it no guaranteed 30-day notice.
FFS = Fee for service. Customer will be invoiced for product by manufacturer.

*****Commodity Pricing assumes customer has all possible Commodities.**

BID DURATION: July 01, 2022 – June 30, 2023 unless otherwise noted.

PALLET EXCHANGE: We encourage customers to participate with our pallet exchange policy. If a customer chooses to opt-out of the exchange, Danielsen reserves the right to charge \$8.00 per pallet not exchanged.

PAYMENT TERMS: Requesting Net 30 days end of month, excluding drop shipments from manufacturers. Drop shipment requested payment terms are Net 15 days. Per GC 926.10: interest will be charged on all balances past 60 days at 6% per annum. If these payment terms are not met, we reserve the right to terminate bid prices. Awarding bid items to The Danielsen Company constitutes customer's acceptance of payment terms.

SPECIAL REQUIREMENTS: Subject to \$750.00 minimum delivery requirement.

NUTRITIONAL ANALYSIS & SPECIFICATION SHEETS: N.A. & spec sheets will be provided when required by Recipient Agency (RA) on awarded items. Please request under separate cover and fax to our office at (530) 895-3987 or (800) 700-6332.

BID NOTATION: Recipient Agency (RA) will be notified 30 days before any price adjustments are made. The Danielsen Company reserves the right to review prices on an on-going basis, should a manufacturer or supplier increase their prices to us, those prices may, in turn, increase the bid price accordingly. We will notify the RA of price increases as soon as those increases are published.

FUEL SURCHARGE POLICY: Our bid pricing is based on fuel rates stated by the Department of Energy (DOE) at the time the bid was completed. We reserve the right to enact a fuel surcharge. (These rates are updated by the DOE every Monday and can be heard on their Diesel Fuel Average hot line at (202) 586-6966, for the West Coast, California region.)

NOTE: Written confirmation of bid award is required to activate these bid prices.

Thank you for the opportunity to bid our products and services.

Sincerely, The Danielsen Company, Inc.

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



March 25, 2022

GoldStar Foods

John Cho, VP Merchandising and Contracts

3781 E Airport Dr.

Ontario, Ca. 91761

Dear Mr. John Cho,

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

As we look forward to the next school year we would like to continue our partnership by requesting an extension of pricing ("rollover") for the 2022 -2023 school year for the awarded Grocery Bid.

Below is a list of the participating Districts:

Santa Cruz City Schools	Gonzales Unified School District
Live Oak Elementary School District	Scotts Valley Unified School District
Aromas San Juan Unified	North Monterey County Unified School District
Santa Rita Union School District	Soquel Union Elementary School District
San Benito High School District	Pacific Grove Unified School District
Monterey Peninsula Unified School District	Greenfield Union School District
Salinas City Elementary School District	San Lorenzo Valley Unified School District
Salinas High School District	Alisal Union School District
South Monterey County joint UHSD	Southside Elementary School District
Carmel Unified School District	Monterey County Probation Department

If you are in agreement with this request and wish to continue serving the Central Coast Purchasers, Please sign and return the attached agreement to Amy Hedrick-Farr at Santa Cruz City School District, Lead District for the Central Coast Purchasers Cooperative by April 15, 2022.

Thank you,

Amy Hedrick- Farr

Director of Student Nutrition Service

Santa Cruz City Schools

Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
to extend current pricing for the awarded Grocery Bid

GoldStar Foods

John Cho, V.P. of Merchandising & Contracts

Printed Name & Title

John Cho

John Cho (May 5, 2022 07:53 PDT)

Signature

May 5, 2022

Date

Pricing to follow

On Behalf of Central Coast Purchaser Cooperative

Amy Hedrick-Farr, President

Printed Name & Title

Amy Hedrick-Farr

Signature

5-17-22

Date

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



March 25, 2022

Gold Star Foods

P.O. Box 4328

Ontario, CA 91761

Dear Ms. Gillstelle Norton,

Re: NOTICE OF INTENT TO USE EMERGENCY NONCOMPETITIVE PROCUREMENT FOR DISTRIBUTION OF USDA FOODS FOR THE 2022-2023 FISCAL YEAR

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

Due to extenuating circumstance as a result of the Covid-19 pandemic, The Central Coast Purchasers Cooperative is electing to use the emergency noncompetitive procurement method as allowable by the United States Department of Agriculture and the California Department of Education during a Public Health Emergency Declaration.

This letter will constitute notice that the Central Coast Purchasers Cooperative intends to utilize emergency noncompetitive procurement or the distribution of USDA food Products from Gold Star Foods for the 2022-2023 fiscal year; July 1, 2022 through June 30, 2023.

Participating Districts:

Santa Cruz City Schools	San Benito High School District
Live Oak Elementary School District	Salinas City Elementary School District
Aromas San Juan Unified	Monterey Peninsula Unified
Santa Rita Union School District	

If you accept this one year agreement, we would operate under the same specifications and conditions of our previous held contract. We ask that you please complete and submit the attached documentation by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
Emergency Noncompetitive Procurement for Distribution of USDA foods.

Gold Star Foods

John Cho, V.P. of Merchandising & Contracts

Printed Name & Title

John Cho
John Cho (May 5, 2022 07:52 PDT)

Signature

May 5, 2022

Date

Pricing to follow

On Behalf of Central Coast Purchaser Cooperative

Amy Hedrick Farr President

Printed Name & Title

Amy Hedrick Farr
Signature

5-17-22

Date

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



March 25, 2022

P&R Paper Supply Company
Corey Knudsen, School Sales Specialist
1898 E. Colton Avenue
Redland, Ca. 92374

Dear Mr. Corey Knudsen,

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

As we look forward to the next school year we would like to continue our partnership by requesting an extension of pricing ("rollover") for the 2022 -2023 school year for the awarded Paper Bid.

We would also request that an addendum be made to the delivery locations for Salinas Union High School District listed below due to restructuring.

Addition	
Everett Alvarez High School	1900 Independence Blvd., Salinas
Harden Middle School	1561 McKinnon St., Salinas
La Paz Middle School	1300 N. Sanborn Rd., Salinas
Mount Toro High School	10 Sherwood Place, Salinas
Rancho San Juan High School	1100 Rogge Rd., Salinas

Below is a list of the participating Districts:

Santa Cruz City Schools	Gonzales Unified School District
Live Oak Elementary School District	Scotts Valley Unified School District
Aromas San Juan Unified	North Monterey County Unified School District
Santa Rita Union School District	Soquel Union Elementary School District
San Benito High School District	Pacific Grove Unified School District
Monterey Peninsula Unified School District	Greenfield Union School District
Salinas City Elementary School District	San Lorenzo Valley Unified School District
Salinas High School District	Southside Elementary School District
South Monterey County joint UHSD	Carmel Unified School District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



If you are in agreement with this request and wish to continue serving the Central Coast Purchasers, Please sign and return the attached agreement to Amy Hedrick-Farr at Santa Cruz City School District, Lead District for the Central Coast Purchasers Cooperative by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
to extend current pricing for the awarded Paper Bid

P&R Paper Supply Company

Lindsay Inerchen / Dir. Internal Sales

Printed Name & Title

Lindsay Inerchen

Signature

5/17/22

Date

On Behalf of Central Coast Purchaser Cooperative

Amy Hedrick-Farr, President

Printed Name & Title

Amy Hedrick-Farr

Signature

5-17-22

Date

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062

March 25, 2022

Producers Dairy Foods, Inc.
Mr. Patrick Kelly, Area Accounts Manager
250 E. Belmont
Fresno, CA 93701



Dear Mr. Patrick Kelly,

Re: NOTICE OF INTENT TO USE EMERGENCY NONCOMPETITIVE PROCUREMENT FOR MILK AND DAIRY PRODUCTS FOR THE 2022-2023 FISCAL YEAR

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

Due to extenuating circumstance as a result of the Covid-19 pandemic, The Central Coast Purchasers Cooperative is electing to use the emergency noncompetitive procurement method as allowable by the United States Department of Agriculture and the California Department of Education during a Public Health Emergency Declaration.

This letter will constitute notice that the Central Coast Purchasers Cooperative intends to utilize emergency noncompetitive procurement to purchase Milk and Dairy Products from Producers Dairy for the 2022-2023 fiscal year; July 1, 2022 through June 30, 2023.

Please note that Gonzales Unified has been added as a participating member to the Central Coast Purchaser Cooperative.

Participating Districts:

Santa Cruz City Schools	Scotts Valley Unified School District
Live Oak Elementary School District	North Monterey County Unified School District
Aromas San Juan Unified	Soquel Union Elementary School District
Santa Rita Union School District	Greenfield Union School District
San Benito High School District	San Lorenzo Valley Unified School District
Salinas City Elementary School District	Southside Elementary School District
Salinas High School District	Monterey County Probation Department
Alisal Union School District	South Monterey County Joint UHSD
Gonzales Unified School District	

If you accept this one year agreement, we would operate under the same specifications and conditions of our previous held contract. We ask that you please complete and submit the attached documentation by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.

Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
Emergency Noncompetitive Procurement for Milk and Dairy Products

Producers Dairy

PATRICIA KELLY K-12 MANAGER

Printed Name & Title

[Handwritten Signature]

Signature

4-4-2022

Date

On Behalf of Central Coast Purchaser Cooperative

Amy Holbrook Farr President

Printed Name & Title

[Handwritten Signature]

Signature

5-17-22

Date

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062

March 25, 2022



Sysco San Francisco
Chris Medina, Contracts & Bid Manager
5900 Stewart Avenue
Freemont, Ca. 94538

Dear Mr. Chris Medina,

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

As we look forward to the next school year we would like to continue our partnership by requesting an extension of pricing ("rollover") for the 2022 -2023 school year for the awarded Grocery Bid.

Below is a list of the participating Districts:

Santa Cruz City Schools	Gonzales Unified School District
Live Oak Elementary School District	Scotts Valley Unified School District
Aromas San Juan Unified	North Monterey County Unified School District
Santa Rita Union School District	Soquel Union Elementary School District
San Benito High School District	Pacific Grove Unified School District
Monterey Peninsula Unified School District	Greenfield Union School District
Salinas City Elementary School District	San Lorenzo Valley Unified School District
Salinas High School District	Alisal Union School District
South Monterey County joint UHSD	Southside Elementary School District
Carmel Unified School District	Monterey County Probation Department

If you are in agreement with this request and wish to continue serving the Central Coast Purchasers, Please sign and return the attached agreement to Amy Hedrick-Farr at Santa Cruz City School District, Lead District for the Central Coast Purchasers Cooperative by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
to extend current pricing for the awarded Grocery Bid

Sysco, San Francisco

On Behalf of Central Coast Purchaser Cooperative

Christopher Medina

Printed Name & Title

CMEDINA

Signature

04/21/2022

Date

Amy Hedrick FARR, President

Printed Name & Title

Amy Farr

Signature

5-17-22

Date



May 4, 2022

Central Coast Purchasers Cooperative
Amy Hedrick-Farr
310 La Fonda Ave.
Santa Cruz, CA 95062

Re: **22-23 School Year Grocery Bid**

Dear Amy Hedrick-Farr,

Thank you for allowing Sysco Northern California-San Francisco the opportunity to continue to do business with you for your upcoming **22-23 School Year Grocery Bid** for the period of **07/01/22 to 06/30/23**.

Bid Pricing Overview (Sysco Customer Copy):

- **(Asterisk)** - Items bid without a manufacturer's price guarantee.
- **Market** - Items bid as Market will fluctuate weekly; however, the margin used is guaranteed through bid term. The items identified on the enclosed bid documents reflect the Market price at the time of bid completion.
- **P** – Produce items are guaranteed by calendar month. In the case of drastic weather conditions around the country we may be forced to implement an "*Act of God Clause*". In the event of this occurrence, we will provide a written notice and new pricing will take effect immediately.
- **Ecolab**- Please reach out to your local Ecolab Representative for your contract pricing on all items marked as "**ECOLAB**" on your Sysco Customer Copy.

Delivery and Opening Order Overview:

- **Off Day Orders:** Orders that ship **outside of a normal scheduled delivery day** must meet a 15 case and \$750.00 minimum order requirement. This will be waived during holiday weeks.
- **Opening Orders:** Opening orders and or Menus should be submitted to your Sales Associate on or before June 15, 2022.
- **Saturday Delivery:** 1% off invoice discount will be applied for all Saturday deliveries.

If items on bid have guaranteed manufacturer pricing that expires before the end of bid term, the expiration date will be noted on the Sysco Customer Copy. New bid pricing for these items will be provided once update is received from the manufacturer. Written notification will be provided to the customer with new cost and guaranteed end dates.

Should we receive notification from a manufacturer of price changes due to the volatility in the market, where contracted pricing cannot be extended, you will be provided written notification of the intended price change. With the written notification, you will receive documentation from the manufacturer of regarding the intended changes with new guaranteed end dates.

To ensure pricing and accuracy, Sysco requires two weeks from the date of award notification for pricing to be implemented and inventory levels to be adjustment. Only Sysco awarded items will be entered into our pricing system. Items not awarded to Sysco may not be available at bid price.

Please note that some items will be bid as special order. Special Order items will require a four- week lead time for processing. Any item brought in for a customer via special order must ship in full to the customer within 30 days from the received date.

If you have any questions, please feel free to contact your Sysco Representative or Chris Medina, Bid Manager at c. 510-602-8159.

Sincerely,

Chris Medina

Contract Bid Manager

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062

March 25, 2022



Watsonville Coast Produce
Attn. Mr. Adrian Contreras, Sales Manager
275 Kearney Street
P.O. Box 490
Watsonville Ca. 95077

Dear Mr. Adrian Contreras,

On behalf of the Central Coast Purchasers Cooperative we would like to thank you for your dedication and partnership during these trying times. Your continued efforts to balance both product and personal safety, supply inefficiencies and the continued fluctuating product demand has been extraordinary during the 2021-2022 school year.

As we look forward to the next school year we would like to continue our partnership by requesting an extension of pricing ("rollover") for the 2022 -2023 school year for the awarded Produce Bid.

Below is a list of the participating Districts:

Santa Cruz City Schools	Gonzales Unified School District
Live Oak Elementary School District	Scotts Valley Unified School District
Aromas San Juan Unified	North Monterey County Unified School District
Santa Rita Union School District	Soquel Union Elementary School District
San Benito High School District	Pacific Grove Unified School District
Monterey Peninsula Unified School District	Greenfield Union School District
Salinas City Elementary School District	San Lorenzo Valley Unified School District
Salinas High School District	Southside Elementary School District
South Monterey County joint UHSD	Monterey County Probation Department
Carmel Unified School District	Alisal Union School District

If you are in agreement with this request and wish to continue serving the Central Coast Purchasers, Please sign and return the attached agreement to Amy Hedrick-Farr at Santa Cruz City School District, Lead District for the Central Coast Purchasers Cooperative by April 15, 2022.

Thank you,

Amy Hedrick- Farr
Director of Student Nutrition Service
Santa Cruz City Schools
Central Coast Cooperative - Lead District

CENTRAL COAST PURCHASERS COOPERATIVE

310 La Fonda Ave.
Santa Cruz, CA 95062



Agreement for the 2022-2023 school year
to extend current pricing for the awarded Produce Bid

Watsonville Coast Produce
Director of Business Development

Chuck Manfre

Printed Name & Title

Chuck Manfre

Signature

4/28/2022

Date

On Behalf of Central Coast Purchaser Cooperative

Amy Hedrick-Fazio President

Printed Name & Title

Amy Hedrick-Fazio

Signature

5-17-22

Date

MAILING ADDRESS:
P.O. BOX 490
WATSONVILLE, CA 95077-0490
email: wcpi@coastpro.com

Watsonville Coast Produce, Inc.
CONVENTIONAL AND ORGANIC WHOLESALE PRODUCE
275 KEARNEY ST. WATSONVILLE, CA 95076
Fresh Fruits and Vegetables / Quality • Service • Price

PHONES:
WATSONVILLE (831) 722-3851
BOOKKEEPING (831) 722-5733
Fax (831) 768-3758
SALES (800) 966-8547

April 28th, 2022

Central Coast Purchasers Cooperative
Attn: Amy Hendrick-Farr
310 La Fonda Ave
Santa Cruz, CA. 95062

Dear Amy,

Over the past two years we have all experienced the impact of the ongoing Covid-19 pandemic and the related issues that it has had on all our daily operations. As we all deal with the rapidly rising costs across the entire supply chain, (labor, fuel / transportation, packaging etc.) our inbound costs across all items have escalated to all-time highs. As inflation across all categories was up 8 ½ % over last year, fuel prices alone went up 18.3% in March and over the past year are up a total of 48%.

Like most businesses we too have been experiencing temporary staffing issues along with fuel and delivery costs. Please understand that Watsonville Coast Produce is doing everything we can to continue to provide the best service and quality to the schools in our community as we navigate through the increasing daily challenges of deliveries, shortages and rising costs. We have been absorbing the increases honoring our commitments but as discussed, we are forced to make the attached changes. We will continue to look for and inform you of other cost-effective options as we move forward.

Respectfully,

Chuck Manfre

Director of Business Development
Office: 831-722-3851
Direct: 831-768-3767
Cell: 831-901-6632
cmanfre@coastpro.com



SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Mobile Modular Quote for DeLaveaga Elementary School Portable Classroom Removal

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Mobile Modular quote for DeLaveaga Elementary School portable classroom removal.

BACKGROUND:

This proposal consists of the removal/return of three leased portables from the campus. With new buildings completed, the portables are no longer needed. As these are leased portables paid for through Developer Fees, Fund 25 will be used for their removal.

FISCAL IMPACT:

\$25,356.30 Fund 25 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



Mobile Modular Management Corporation
 5700 Las Positas Road
 Livermore CA, 94551
 (925) 606-9000 Fax: (925) 453-3201
www.mobilemodular.com

Return Quotation

Return Quotation #: 10689668
 Contract: 125889
 Date of Quote: 05/11/2022
 Date Return Requested: 06/08/2022

Customer & Site Information		Mobile Modular Contact
Customer Information: Santa Cruz City SD 133 Mission Street Santa Cruz, CA 95061 Contact: Lynn Barry Phone: (831) 429-3837 Fax: (831) 429-3339	Site Information: Santa Cruz City SD 1145 Morrissey Ave DeLaVeaga Elementary Santa Cruz, CA 95065 Contact: Trevor Miller Phone: (831) 429-3904 Fax: Email: Cell:	Questions? Please Contact: Jenny Levas jenny.levas@mobilemodular.com Phone: (925) 606-9000 Fax: (925) 453-3201
Customer PO/Reference: 130292		

Product Information			
Item & Description	Qty	Charge Each	Extended Total
Classroom, 24x40 DSA (Item1001) (RH)			
Asphalt Removal (PW)	1	\$270.00	\$270.00
Cleaning Fee	2	\$450.00	\$900.00
Prepare Equipment For Removal (B5) (PW)	1	\$3,342.00	\$3,342.00
Removal, Ramp Skirting (PW)	25	\$14.00	\$350.00
Return Haulage Fuel 12 Wide Lowboy	1	\$350.10	\$350.10
Return Haulage Lowboy 12 wide	2	\$1,167.00	\$2,334.00
Return Haulage Permit 12 wide Lowboy	2	\$105.00	\$210.00
Return Haulage Pilot 12 wide Lowboy	2	\$348.00	\$696.00

Estimated Total: \$8,452.10

E-Code Verification

Please verify that these are the e-codes to be returned: 63243,63244

Special Notes

Special Terms & Important Contractual Information

- Estimated Total does not include rent due.
- Quote is valid for 30 days.
- Quote does not include any charges that may be appropriate for an un-level or obstructed site.
- Unless otherwise noted, customer is responsible for the removal of any electrical connections, phone lines, plumbing, furniture, sprinklers, decking, or extra labor due to site conditions.
- Additional costs for permits, pilot cars, etc. are the responsibility of the customer.
- Applicable taxes will be charged using the actual tax rate at the time of return.
- Upon return of the Equipment (including without limitation buildings, containers, stairs, ramps, or otherwise Lessor-owned Equipment), an inspection of the Equipment will be performed by Lessor. Lessee will be responsible for all costs associated with damages (beyond normal wear and tear), or missing items (such as keys, plumbing trees, etc.) and will be billed accordingly.
- **Unless otherwise noted, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.**

If you would like to proceed with this quote, please sign the authorization and return to Mobile Modular.



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Contract: 125889
Date of Quote: 05/11/2022
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Authorization

The signature below indicates understanding of and agreement to the terms and charges listed above. We understand this is the best estimate available at this time and that additional charges may be incurred based on site conditions and other circumstances.

Company: Santa Cruz City SD

Print Name: Signature:

Title: Date:

Please contact Mobile Modular if there is a change to the schedule date.



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Return Quotation

Return Quotation #: 10689665
 Contract: 125882
 Date of Quote: 05/11/2022
 Date Return Requested: 06/08/2022

Customer & Site Information		Mobile Modular Contact
Customer Information: Santa Cruz City SD 133 Mission Street Santa Cruz, CA 95061 Contact: Lynn Barry Phone: (831) 429-3837 Fax: (831) 429-3339	Site Information: Santa Cruz City SD 1145 Morrissey Ave DeLaVeaga Elementary Santa Cruz, CA 95065 Contact: Trevor Miller Phone: (831) 429-3904 Fax: Email: Cell:	Questions? Please Contact: Jenny Levas jenny.levas@mobilemodular.com Phone: (925) 606-9000 Fax: (925) 453-3201
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Return Haulage Pilot 12 wide Lowboy	2	\$348.00	\$696.00

Estimated Total: \$8,452.10

E-Code Verification

Please verify that these are the e-codes to be returned: 63008,63009

Special Notes

Special Terms & Important Contractual Information

- Estimated Total does not include rent due.
- Quote is valid for 30 days.
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Return Quotation

Return Quotation #: 10689665
Contract: 125882
Date of Quote: 05/11/2022
Date Return Requested: 06/08/2022

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Print Name: Signature:

Title: Date:

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Return Quotation

Return Quotation #: 10689667
 Contract: 125887
 Date of Quote: 05/11/2022
 Date Return Requested: 06/08/2022

Customer & Site Information		Mobile Modular Contact
Customer Information: Santa Cruz City SD 133 Mission Street Santa Cruz, CA 95061 Contact: Lynn Barry Phone: (831) 429-3837 Fax: (831) 429-3339	Site Information: Santa Cruz City SD 1145 Morrissey Ave DeLaVeaga Elementary Santa Cruz, CA 95065 Contact: Trevor Miller Phone: (831) 429-3904 Fax: Email: Cell:	Questions? Please Contact: Jenny Levas jenny.levas@mobilemodular.com Phone: (925) 606-9000 Fax: (925) 453-3201
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Return Haulage Permit 12 wide Lowboy	2	\$105.00	\$210.00
Return Haulage Pilot 12 wide Lowboy	2	\$348.00	\$696.00

Estimated Total: \$8,452.10

E-Code Verification

Please verify that these are the e-codes to be returned: 63239,63240

Special Notes

Special Terms & Important Contractual Information

- Estimated Total does not include rent due.
- Quote is valid for 30 days.
- Quote does not include any charges that may be appropriate for an un-level or obstructed site.
- Unless otherwise noted, customer is responsible for the removal of any electrical connections, phone lines, plumbing, furniture, sprinklers, decking, or extra labor due to site conditions.
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Return Quotation

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Contract: 125887
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Company: Santa Cruz City SD

Print Name: Signature:

Title: Date:

Please contact Mobile Modular if there is a change to the schedule date.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Career Catalyst Program Agreement: Chef Ann Foundation

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Career Catalyst Program Agreement between the Chef Ann Foundation and Santa Cruz City Schools Food Service Department.

BACKGROUND:

The Chef Ann Foundation - Healthy School Food Pathways program supports workforce readiness for California's Community College students to expand the pipeline for the next generation of school food leaders. The Career Catalyst Program Agreement will also provide culinary trained skilled labor to assist current Food Services staff in scratch cooking and recipe development.

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 Amy Hedrick-Farr, Director, Food & Nutrition Services



WORK SITE AGREEMENT

Between

Chef Ann Foundation,

Santa Cruz City Schools, and

Foundation for California Community Colleges

The Agreement below describes the roles and responsibilities of both Chef Ann Foundation herein after CUSTOMER and Santa Cruz City Schools herein after WORK SITE, in relation to the placement of Career Catalyst Program PARTICIPANTS ("PARTICIPANTS") placed at WORK SITE. PARTICIPANTS are employees of the Foundation for California Community Colleges ("FOUNDATION"). FOUNDATION will act as employer of record for the PARTICIPANT and provide all payrolls and associated costs (i.e., workers' compensation, taxes, etc.). The FOUNDATION provides workers' compensation coverage for PARTICIPANTS.

1. WORK SITE Responsibilities

- 1.1 WORK SITE agrees to provide identified PARTICIPANTS with the opportunity to work in the capacity of Healthy School Food Pathway Pre-Apprentice, which will enhance long term employability skills through work exposure (career exploration) and to gain entry level work readiness skills (work maturity) for future employment opportunities. WORK SITE shall train the PARTICIPANT in work maturity skills and work readiness skills and in accordance with the agreed upon workplace competencies (See Attachment A, attached hereto and incorporated by reference, for Training Outline).
- 1.2 WORK SITE shall have the responsibility for the day-to-day control and supervision of PARTICIPANTS and must provide PARTICIPANT with supervision, training, and work assignments in accordance with the job description and in compliance with all federal, state and local laws.
- 1.3 WORK SITE shall allow for monitoring visits by representatives of the FOUNDATION and CUSTOMER.
- 1.4 WORK SITE shall notify CUSTOMER and FOUNDATION if any position is subject to any state, federal or local minimum or prevailing wage requirements, or subject to the terms of a collective bargaining agreement prior to PARTICIPANT on-boarding.
- 1.5 WORK SITE shall not entrust PARTICIPANTS with the care of unattended premises, or unsupervised custody or control of cash, credit cards, valuables, or other similar property without the prior written approval of the FOUNDATION.

- 1.6 WORK SITE shall ensure PARTICIPANTS receive meal and rest breaks in compliance with both California Law and the FOUNDATION's Policy and Procedures manual. WORK SITE agrees to accurately track and provide to CUSTOMER and FOUNDATION a time record for all hours worked by each PARTICIPANT on a bi-weekly basis. The time record shall include all of the PARTICIPANT's start and end times, as well as meal period and rest breaks. WORK SITE will be responsible for ensuring PARTICIPANT's enter and approve accurate timesheets. Billed rates will be increased to reflect overtime hours worked and meal period premiums according to state or local law.

1.6.1 If WORK SITE submits a request to offboard a PARTICIPANT, WORK SITE shall notify CUSTOMER at least 4 days in advance of the requested last day of work (includes when PARTICIPANT completes his or her work experience); WORK SITE shall also notify CUSTOMER immediately in the event a PARTICIPANT voluntarily quits his or her work experience. If WORK SITE fails to notify CUSTOMER in accordance with this term, WORK SITE shall be responsible for compensating CUSTOMER for payments made to PARTICIPANT for the costs of waiting time penalties, per Labor Code section 203.

- 1.7 WORK SITE shall provide the PARTICIPANT with supervision, safety instructions and safety related equipment that is required and/or is reasonable to protect against injury and/or illness while working at the WORK SITE. Where special clothing or equipment is provided to the WORK SITE's employees, the same shall be provided to the PARTICIPANT.
- 1.8 WORK SITE shall ensure that the PARTICIPANT is exposed to all the customary practices of the WORK SITE and the normal requirements of the job, including the WORK SITE's personnel practices and policies.
- 1.9 WORK SITE shall maintain the confidentiality of any information regarding the PARTICIPANT or his/her immediate family, which may be obtained through application forms, interviews, reports, or any other source.
- 1.10 WORK SITE shall immediately notify CUSTOMER and FOUNDATION if a case of COVID-19 is detected at the WORK SITE, which includes but is not limited to an instance where a PARTICIPANT or WORK SITE staff tests positive for COVID-19, or a third-party that closely interacts with PARTICIPANT or WORK SITE staff tests positive for COVID-19.
- 1.11 WORK SITE may, in compliance with Federal and California law and at its sole cost and expense, require PARTICIPANTS to undergo a physical examination.

2. CUSTOMER Responsibilities

- 2.1 CUSTOMER will visit the WORK SITE intermittently, (which may include virtual visits), but at least on a monthly basis for the purpose of monitoring this agreement and reviewing PARTICIPANT progress.
- 2.2 CUSTOMER, through the FOUNDATION, will provide case management services for the PARTICIPANTS, including managing all employment paperwork and on-boarding of PARTICIPANT.

3. Compliance with Federal, State, and Local Laws

- 3.1 PARTICIPANTS must complete all legally required documentation and provide valid documentation to CUSTOMER prior to beginning paid work experience at the WORK SITE.
- 3.2 If PARTICIPANTS over the age of 18 do exceed 8 hours per day or 40 hours per week, WORK SITE will be responsible for payment of overtime to the PARTICIPANT. WORK SITE will ensure that no PARTICIPANT exceeds 84 hours total. This number cannot exceed 1000 hours per PARTICIPANT per year unless classified as a Student Assistant with CUSTOMER and FOUNDATION approval.
- 3.3 WORK SITE certifies that it provides a drug-free workplace, required by the California Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.).
- 3.3 WORK SITE shall comply with all applicable federal, state and local laws and regulations to a safe and accessible work environment, including but not limited to, federal and state Occupational Safety and Health Administration ("OSHA") laws and regulations, including the recording of workplace injuries on CUSTOMER's OSHA 300 logs. WORK SITE agrees to provide PARTICIPANTS with new-hire safety orientation and regular safety training and meetings in accordance with Cal-OSHA for the WORK SITE's industry.
- 3.4 WORK SITE shall comply with the requirements of the Fair Labor Standards Act, the California Labor Code, the California Industrial Wage Orders, Title VII of the Civil Rights Act of 1964, the Fair Employment and Housing Act, the Hatch Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Workforce Innovation and Opportunity Act ("WIOA"), and all other federal, state, and local laws and regulations governing the hiring or employment of PARTICIPANT.
 - 3.4.1 If the regulations promulgated pursuant to WIOA are amended or revised, it shall comply with them or will notify CUSTOMER within 30 days after promulgation of the amendments or revision that it cannot so conform.
- 3.5 WORK SITE shall ensure that PARTICIPANTS under the age of 21 will not have access to, distribute, sell, serve, or come in contact with alcohol or tobacco products. For those individuals over age 21, the WORK SITE shall ensure the individual receives proper training for selling, pouring, distributing alcohol and tobacco products. Violation of this policy will result in termination of the WORK SITE agreement.
- 3.6 WORK SITE shall not participate in the Career Catalyst program if experiencing abnormal labor conditions such as strikes, lockouts, or layoffs and the work experience PARTICIPANT will dislocate or affect employment or promotional opportunities for the WORK SITE's current or laid-off employees.
- 3.7 WORK SITE and/or the PARTICIPANT shall not be involved in training activities, which assist, promote, or deter union organization.
- 3.8 PARTICIPANT shall not be employed on the construction, operation, or maintenance of any facility as is used or to be used for sectarian instruction, or as a place for religious worship.

- 3.9 WORK SITE management shall inform CUSTOMER immediately if they become aware that there is an employee or other person at the WORK SITE that PARTICIPANT may come into contact with that is listed as a Registered Sex Offender.
- 3.10 WORK SITE and CUSTOMER agree to the retention of all required records, as per 29 CFR 95.53, for no less than 3 years following the completion of this agreement.
- 3.11 WORK SITE shall comply with all applicable federal, state, and local orders, advisories, and guidelines on COVID-19 related workplace restrictions and notification obligations, including but not limited to those from the Center for Disease Control and Prevention (CDC), the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health of California, local county, or any other applicable government entity. WORK SITE and CUSTOMER agree that PARTICIPANTS will be required to show proof of COVID-19 vaccination prior to beginning paid work experience at the WORK SITE. If PARTICIPANT is unable to provide proof of vaccination, WORK SITE and CUSTOMER agree to enter an interactive process with the PARTICIPANT and provide appropriate accommodation due to a sincerely held religious belief or disability, as well as an option for weekly testing in compliance with CDC or Department of Labor guidelines.
- 3.12 In the event that PARTICIPANTS are employed under a full-time employee classification and there is a finding by an applicable court of law that a joint-employment relationship exists between FOUNDATION and WORK SITE, both parties agree that they shall work collaboratively to ensure compliance with all remedial legal obligations, which includes but is not limited to pension enrollment, employer / employee contributions, and defense / indemnity of any claims, administrative actions, litigation, or other proceedings related to pension and fringe benefit obligations.
- 3.13 PARTICIPANTS must comply with WORK SITE volunteer protocols and processes, such as fingerprint clearances, TB clearance and sex offender database screenings.

4. Term, Termination, Waiver, and Modification

- 2.3 The period of this Agreement is from June 15, 2022 - June 15, 2023 ("Term").
- 2.4 CUSTOMER may, in its sole discretion, terminate this Agreement at any time, for any reason, without penalty, and require the removal of the PARTICIPANT from the WORK SITE if determined to be in the PARTICIPANT's or CUSTOMER's best interest. The WORK SITE may terminate this Agreement for any reason, without penalty, upon 15 days written notice to CUSTOMER.
- 2.5 No modification or waiver of any provisions of this Agreement or its attachments shall be effective unless such waiver or modification shall be in writing, signed by all parties, and then shall be effective only for the period and on the condition, and for the specific instance for which given

5. Worker's Compensation and Employment Claims

- 2.6 WORK SITE shall immediately notify CUSTOMER and FOUNDATION of any injury and/or Workers' Compensation Claims related to a PARTICIPANT.

2.7 WORK SITE shall promptly report to CUSTOMER and FOUNDATION any claims of harassment, discrimination, and/or claims of any violation of law governing the PARTICIPANT's employment, including allegations or reports of any irregularities or discrepancies by PARTICIPANT.

2.8 WORK SITE must secure CUSTOMER and FOUNDATION's written approval prior to PARTICIPANT's use of motor vehicles or heavy equipment. CUSTOMER must also be in compliance with FOUNDATION's driving policy in the event that a PARTICIPANT uses such motor vehicles or heavy equipment during the course of the program.

6. Insurance and Indemnification

6.1 WORK SITE shall maintain insurance as listed below:

- i. Comprehensive commercial general liability, property loss, and personal injury insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence; The Commercial General Liability Policy shall name CUSTOMER and Foundation for California Community Colleges, its directors, officers, and employees as Additional Insureds.
- ii. Workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time for WORK SITE's employees only (not PARTICIPANTS).

6.2 Each party (CUSTOMER, WORK SITE, and FOUNDATION) agree to indemnify and hold harmless each other party (CUSTOMER, WORK SITE, and FOUNDATION) solely for claims or liabilities arising from gross negligence or willful misconduct.

6.3 FOUNDATION will provide and maintain workers' compensation insurance coverage for PARTICIPANTS.

7. Notices

7.1 All notices and other communications required or permitted to be given under this agreement, including but not limited to any notice of change of address, must be directed to the following individuals:

CUSTOMER:

Mara Fleishman, CEO
Chef Ann Foundation
5485 Conestoga Court
Boulder, CO 80301
617-448-9351
mara@chefannfoundation.org

ATTACHMENT A to Job Site Agreement

(if Applicable)

TRAINING OUTLINE:

Job Site Name: Santa Cruz City Schools

Total Weeks / Hours: 7 weeks / 12 hours per week

Total hours authorized per week: 12

Hourly compensation: \$15

Job Site contact person & phone number: Amy Hedrick-Farr, (831) 429-3850

Scheduled date of completion: December 2022 and May 2023

SPECIFICS SKILLS TRAINING OUTLINE:

See Attached Syllabus

JOB TITLE AND DETAILED DESCRIPTION:

See Attached Job Description

WORK SITE:

Amy Hedrick-Farr
Santa Cruz City Schools
133 Mission Street Suite 100
Santa Cruz, CA 95060
(831) 429-3850
amyhedrickfarr@sccs.net

FOUNDATION

Workforce Development
Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811
916-498-6723
careercatalyst@foundationccc.org

The parties each represent and warrant that the signatories below are authorized to sign this agreement on behalf of themselves or the party on whose behalf they execute this agreement.

THE PARTIES HEREBY EXECUTE THIS AGREEMENT with their signature below.

CUSTOMER	WORK SITE
By: _____	By: <u>Amy Hedrick Farr</u>
Print Name: _____	Print Name: <u>Amy Hedrick Farr</u>
Title: _____	Title: <u>Director of Food Service</u>
Date: _____	Date: <u>5/20/22</u>

FOUNDATION
By: _____
Print Name: _____
Title: _____
Date: _____

HEALTHY SCHOOL FOOD PATHWAY

Scratch Cooking for the Future

A partnership between Chef Ann Foundation and California Community Colleges

The Opportunity

At a time of recovery from the COVID-19 pandemic, significant investment in climate solutions through food and agricultural system reforms, renewed momentum across multiple social justice movements, and the prioritization of workforce development through upskilling and living wage job creation, school food is being recognized as a key lever at the nexus of multiple priorities.

California became the first state in the country to enact universal school meals. In the same budget, the state has chosen to make significant investments through farm to school grants, school kitchen infrastructure upgrades, climate smart agriculture, workforce development, and many other areas of innovation. School food leaders are a critical link in realizing the potential of these investments.

The Healthy School Food Pathway program supports workforce readiness for California's Community College students, as well as incumbent and displaced workers, to expand the pipeline for the next generation of school food leaders. From entry-level positions through school food management, these professionals will impact millions of children with greater access to fresh, healthy food. Across 1,037 California public school districts, skilled culinary professionals will support transformative change from within the school food system.

The Purpose

Making the transition from heat-and-serve to scratch-cook programs requires a dedicated and informed school food service team. While there are resources available to positively impact school meal programs, the key to transformative change is skilled labor with mastery in 5 key areas: Food, Finance, Facilities, Human Resources, and Marketing. The future of school food will be led by diverse, prepared, and confident leaders with in-depth knowledge and experience in developing and administering successful scratch-cook meal programs. Without training, it can be difficult for a district to know where to start and how to continue to take manageable steps in pursuit of their long-term goals. [Data indicate](#) that scratch cooking for school meals can improve school meal participation, student health and wellness, academic performance, and financial sustainability of meal programs, while also supporting the local economy and improving environmental impacts.

A study conducted by UC Berkeley's Center for Cities + Schools found that one of the key challenges to expanding scratch cooking in school meal programs is having skilled staff and the necessary facilities and equipment to scratch cook.¹

¹<https://citiesandschools.berkeley.edu/blog/are-california-public-school-kitchens-scratch-cooking-ready-new-ccs-survey-of-schools>

A 2019 national survey by the School Nutrition Association found that 37% of responding districts reported “finding and hiring non-management level staff” was a significant challenge, with another 33% of respondents reporting this was “somewhat of a challenge.” Furthermore, 54% of responding districts reported that “finding the next generation of School Nutrition Directors” was “somewhat of a challenge” or a “significant challenge.”²

The School Food Institute (SFI) has provided the first comprehensive, USDA-compliant learning environment dedicated to teaching the 5 key areas of a successful scratch-cook food service program in K-12 schools. These courses, together with virtual and in-person learning sessions featuring experts within specific topic areas, experiential learning through guided work in K-12 districts, and leadership development, will contribute to building and sustaining the workforce, networks, and leaders needed to transform school food.

Program Overview

Chef Ann Foundation (CAF) and California’s Community Colleges have partnered in the development of a pilot pre-apprenticeship, apprenticeship, and fellowship pipeline program that will support education and workforce development for healthy school food in California. This program will provide unique educational opportunities and hands-on experience in healthy K-12 school meal programs to California’s Community College students in culinary, nutrition, food service management, and hospitality programs; incumbent school food service employees; and displaced or transitional workers in related industries.

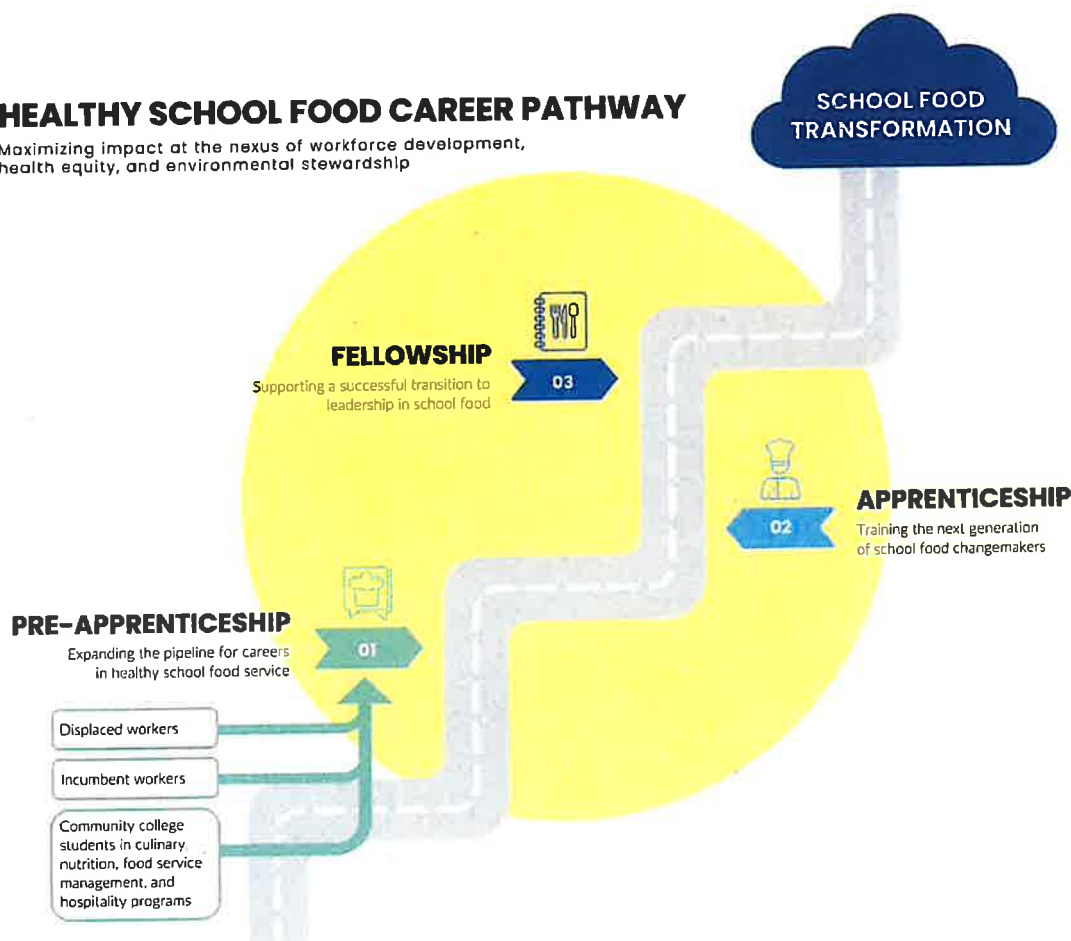
The paid, competency-based pre-apprenticeship and apprenticeship programs will include online education through the School Food Institute and supplemental curriculum through webinars, virtual learning sessions, advanced culinary training, and workshops. The fellowship program is a later-stage initiative designed for mid- to senior-level school nutrition staff ready to lead the state's next school food programs. Fellowship focuses on collaborative and interactive hands-on experience, network building and mentorship, advanced educational learning sessions, leadership training, and a capstone project will provide fellows with the foundation to become transformative leaders for school food service programs. These programs are registered with the US Department of Labor and with the California Department of Industrial Relations, Division of Apprenticeship Standards (DAS).

The pilot period for this program will include the first two semesters of the pre-apprenticeship (spring semester 2022 and fall semester 2022), the first school year of the apprenticeship (fall through spring 2022-23), and the first school year of the fellowship (beginning spring 2023).

² <https://schoolnutrition.org/news/research/2020-compensation-and-benefits-report/>

HEALTHY SCHOOL FOOD CAREER PATHWAY

Maximizing impact at the nexus of workforce development, health equity, and environmental stewardship



Pre-apprenticeship Details: The pre-apprenticeship program pairs food and nutrition college students with local K-12 school districts for direct experience in a school food setting. Pre-apprentices who successfully complete the program will pre-qualify for an apprenticeship position and be invited to interview for an entry-level apprenticeship position in their district.

- The pre-apprenticeship program will include pairings, defined as a relationship between one community college and one school district. Up to 5 participants will be enrolled per pairing per semester.
- Each pre-apprentice will work in their paired district for 12 hours per week for 7 weeks, for a total of 84 hours. Additionally, each pre-apprentice will complete approximately 23 hours of instruction (approximately 20 hours of SFI courses and associated learning activities and 3 hours of virtual learning sessions) closely correlated with the work-based learning component.

- The pilot will span two semesters. At 84 hours of work-based learning, the pre-apprenticeship will be eligible for 1 course credit (75 hours of paid work per credit).

Timeline: the first round of the pre-apprenticeship started February 28, 2022. The second round will begin in October 2022.

Apprenticeship Details: Final apprenticeship details are in development. The school-year-long apprenticeship will consist of both work-based learning and related instructional components designed to prepare apprentices for a successful career as a change maker in the school food workforce.

- Apprentices will work in an entry-level position at a K-12 school district at 6 hours per day for 189 days per year (180 school days plus 9 paid holidays) and receive 144 hours of related supplemental instruction.
- Apprentices will be paired with and mentored by qualified school food professionals in the district (“journeyworkers”). Upon successful completion of the apprenticeship, apprentices will automatically qualify as a journeyworker, putting them on a path towards a leadership position.
- The goal for the number of apprentices for the pilot year is 25. We are exploring options for administrative stipends or contributions to district nutrition departments to help support apprentice salaries and to incentivize the adoption of this new program by school nutrition departments.
- We are conducting early outreach to potential union partners. Apprentices and journeyworkers may be union members, depending on local circumstances.

Timeline: The apprenticeship program will launch in fall semester 2022.

Supplemental Instruction Development

CAF is in the process of building upon the already extensive SFI courses to create an innovative advanced curriculum for apprentices. We are reaching out to school food and farm to school leaders across California to explore their interest in participating. Topics and formats may include:

- Webinars with a variety of experts, including current school food directors, experts in the field of school food finance, procurement, HR, and facilities
- Farm to school: explore various models, including the potential of incorporating a district-level production farm
- Opportunities to dive deeper into a broad understanding of food systems, including relationship building with local producers, food hubs, cooperatives, and partner organizations (e.g., [Alba](#)) to better understand effective partnership development

- Local farm and ranch tours
- Advanced culinary training

Fellowship Details: CAF school food fellows will become leaders with the capacity to change school food so that more districts can operate successful self-operated, scratch-cook meal programs. CAF will actively seek to recruit and elevate a diverse group of leaders from K-12 districts across the United States.

- Over the course of one year, 10 - 12 fellows will engage in a program that will take 5 - 8 hours per week. Hands-on activities, including a capstone project, are intended to benefit a fellow's district.
- Most of the learning will take place virtually with hands-on activities in fellows' districts. Fellows will also travel for 2 - 3 weeks of the year for in-person instruction and experiences in two host districts alongside other fellows, as well as two days onsite for culinary and nutritional training at the Institute of Child Nutrition in Oxford, MS.
- Fellows will be paid employees of their districts. CAF will provide a \$7,500 stipend to each fellow to support their capstone project. Fellows will also receive a \$500 stipend to use toward a school food conference registration of their choice. District host sites will receive a stipend of \$5,000 for hosting and educating fellows when they visit their district.

Timeline: The apprenticeship program will launch in spring semester 2023 with the application opening in the fall of 2022.

Data Collection & Evaluation

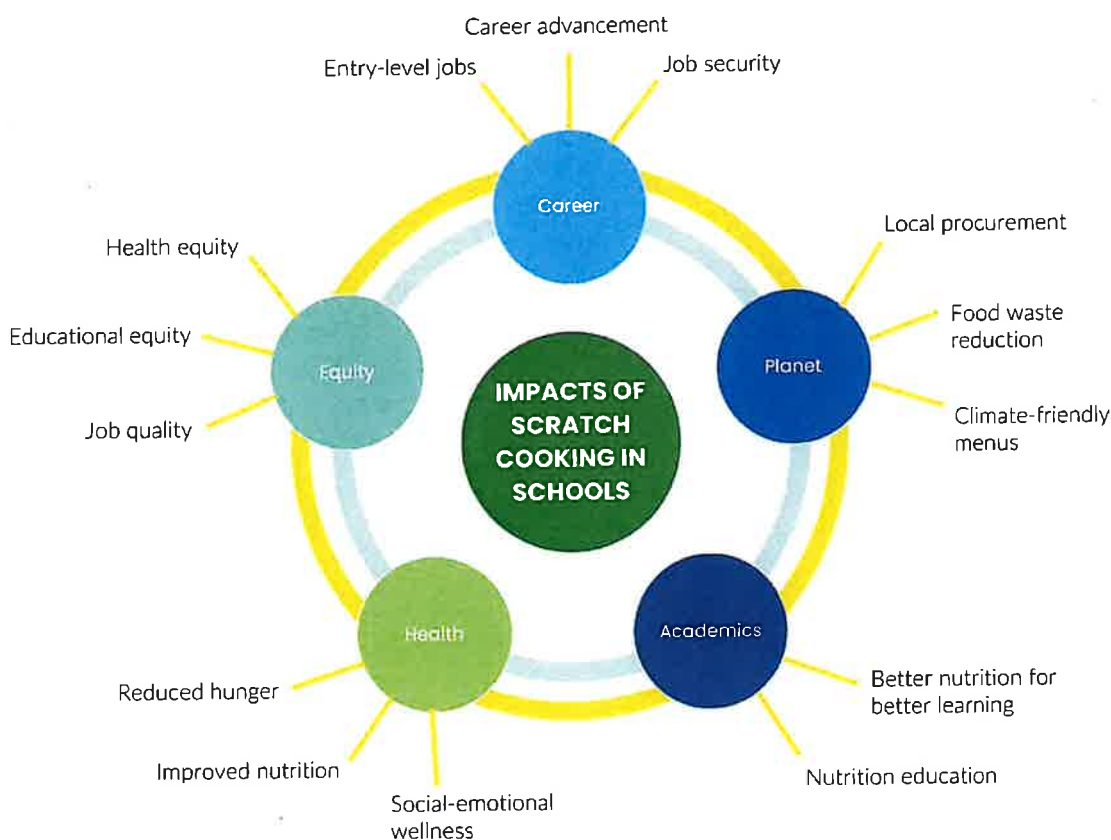
The pre-apprenticeship program will be evaluated by UC Berkeley's Center for Cities + Schools. Pre-post survey and interview data from participating K-12 districts and pre-apprentices will be used to assess student learning and district progress along the scratch-cook continuum. Additional follow-ups will be conducted one year after the pre-apprenticeship programs with participating districts to evaluate scratch-cook operational progress and sustainability. Pre-apprentices will be surveyed one year post program completion to capture career progress, prospects, attainment, and satisfaction. CAF will also select a rigorous evaluation partner for the apprenticeship and fellowship programs to assess outcomes. The evaluations will inform program improvements and policy recommendations that contribute to long-term program sustainability.

Program Impacts

A career in school foods allows individuals to support transformative change within the school food system while also providing opportunities for personal career growth. In the 2019-2020 school year, the average school nutrition program employed five management-level employees, 11.5 full-time non-management employees, and 13 part-time non-management employees per district. When considering a career in food service, school food provides a pathway for better pay, better benefits,

and more opportunity for career advancement.³ School food workers typically live in the communities they serve. Improved school food career advancement directly benefits the local workforce and will, in turn, strengthen local economies.

When school food professionals are trained to work in and lead scratch-cook programs, they catalyze multiple benefits across the school food system. For example, scratch cooking facilitates local procurement, creative and responsive menu development, and food waste reduction, all of which can lead to climate and environmental benefits. Culturally relevant, delicious menus and excellent customer service contribute to increased school meal participation among students, which can reduce hunger and improve nutrition, ultimately leading to better health and learning.



³ <https://schoolnutrition.org/news/research/2020-compensation-and-benefits-report/>



About the Chef Ann Foundation

Founded in 2009 by Chef Ann Cooper, a pioneer in school food reform, the Chef Ann Foundation believes that every child should have access to fresh, healthy food every day so that they can develop healthy eating habits to last a lifetime. We think the greatest impact can be had through changing school food. We ensure that school food professionals have the resources, funding, and support they need to provide fresh, healthy, delicious, cook-from-scratch meals through implementation grants and leadership and professional development. To date, our programs have reached over 13,000 schools and 3.5 million children in all 50 states.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Palo Alto Medical Foundation Grant Agreement: Athletic Trainer

MEETING DATE: June 1, 2022

FROM: Molly Parks, Assistant Superintendent of Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Athletic Trainer Grant Agreement with Palo Alto Medical Foundation for the 2022-23 school year.

BACKGROUND:

Palo Alto Medical Foundation (PAMF) has been partnering with SCCS for many years with by providing full or part time Athletic Trainers. PAMF informed the District that they will no longer be able to support SCCS in the same manner, but can assist in the transition to fully funding these positions in 2025-26. This agreement outlines the financial support to the district. SCCS is grateful for the partnership with PAMF and are excited to bring Athletic Trainers on to staff so they will be able to support students in the health offices along with athletics. By being an SCCS employee, this will strengthen their commitment and connection to the school site.

FISCAL IMPACT:

This is a 3 (three) year grant of Three Hundred and Sixty-Seven Thousand Five Hundred Dollars (\$367,500) The Grant will be paid in three payments:

2022-23: Two Hundred Ten Thousand Dollars (\$210,000)

2023-24: One Hundred and Five Thousand Dollars (\$105,000)

2024-25: Fifty-Two Thousand Five Hundred (\$52,500)

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

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.

GRANT AGREEMENT

THIS GRANT AGREEMENT (this "Agreement") is dated and effective as of May 1, 2022 (the "Effective Date"), by and between Santa Cruz City Schools, a California public school entity that owns and operates a School Athletic Trainer Program ("Grantee"), and Sutter Bay Medical Foundation, a California non-profit public benefit corporation doing business as Palo Alto Medical Foundation ("Grantor").

WHEREAS, Grantee is a charitable organization that operates the School Athletic Trainer Program located in Santa Cruz County, which provides athletic trainer support to the broader community;

WHEREAS, Grantor is a 501(c)(3) tax-exempt charitable organization and a nonprofit healthcare organization whose charitable mission includes promotion of the general health of the community, including services to ensure access to the poor and medically underserved/other community health needs;

WHEREAS, pursuant to its mission and in response to community need, Grantee will provide three athletic trainers to Santa Cruz City Schools; supplying assessment, care and treatment within the scope of practice for certified athletic trainers in the high school setting in accordance with the NATA and the BOC.

WHEREAS, Grantor will support Grantee by partially funding Grantee's organizational costs, subject to the terms and conditions of this Agreement;

NOW, THEREFORE, in consideration of the aforesaid premises, the parties mutually agree as follows:

1. **Term.** The Effective Date of this Agreement shall be as set forth in the recitals. Payment of the Grant (as defined below) pursuant to this Agreement shall be made within 30 days of execution of the Agreement.

2. **Grant.** Subject to the terms and conditions of this Agreement, Grantor commits to provide Grantee a 3 (three) year grant of Three Hundred and Sixty Seven Thousand Five Hundred Dollars (\$367,500) ("Grant") to be paid in three payments: Two Hundred Ten Thousand Dollars (\$210,000), One Hundred and Five Thousand Dollars (\$105,000) and Fifty Two Thousand Five Hundred (\$52,500) within three (3) months of the start of the school year.

3. **Performance Standards, Duties and Responsibilities.**

As a condition to receiving the Grant, Grantee shall do the following:

a. Exhibit A sets forth a program description, program goals, and objectives for services to be provided. No later than January 31 following the close of each of each grant year, Grantee shall submit a report to Grantor, detailing, among other relevant information, achievement of the annual objectives. The report also shall indicate the status of the

improvements intended by the Grant in accordance with the purpose stated in Exhibit A, uses of the Grant proceeds, the actual and projected costs, and such other relevant information as requested by Grantor.

b. Grantee shall use the Grant proceeds solely in accordance with the program description and objectives stated in Exhibit A.

c. Within six (6) months of the end of Grantee's fiscal year, Grantee shall provide Grantor with a copy of its audited annual financial statement for the fiscal years the Grantee receives funds. Such audit shall receive an unqualified opinion from an independent auditor.

d. Grantee shall provide Grantor with timely notice of any event or circumstance that materially impairs Grantee's financial position or substantially interferes with Grantee's ability to offer the services it has agreed to provide as set forth in this Agreement.

e. **Insurance.** During the term of this Agreement, Grantee shall obtain and maintain all proper and necessary insurance to guard against all applicable risk at its sole cost and expense, including, but not limited to, the following:

- (i) General Liability Insurance in an amount not less than \$1,000,000 per occurrence, \$3,000,000 General Aggregate, \$3,000,000 Products and Completed Operations Aggregate.
- (ii) Workers' Compensation or Employers Liability Insurance as required by California law.
- (iii) Employers' Liability Insurance with limits of \$1,000,000 Per Accident/\$1,000,000 Per Disease/\$1,000,000 Disease Policy Limit.
- (iv) Professional Liability Insurance (Errors and Omissions) covering negligent acts, errors or omissions arising out of the rendering of or failure to render professional services, whether committed or alleged to have been committed by Grantee or by its employees, contractors or others for whom the Grantee is legally responsible with minimum limits of \$1,000,000 each claim, \$3,000,000 aggregate.
- (v) All-Risk Property insurance to cover risks of loss of Grantee's property at full replacement cost.

f. During the entire Term of this Agreement, Grantee shall maintain its status as an entity exempt from taxation under Internal Revenue Code Section 501(c)(3) and as a tax exempt organization. Grantee shall immediately notify Grantor of any action or notice from the IRS or DHHS which could result in loss of Grantee's exempt status or its certification as an FQHC.

4. **Notices.** All notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally in hand, by electronic mail, or mailed certified mail, return receipt requested, postage prepaid on the date posted, and addressed to the other parties at the following addresses:

Grantor: Sutter Bay Medical Foundation dba Palo Alto
Medical Foundation
2000 Powell Street, Suite 1200
Emeryville, CA 94608
Attn: Director, Community Benefit, Bay Area

with a copy to: Sutter Health Office of the General Counsel
2000 Powell Street, Suite 1000
Emeryville, California 94608
Attn: Chief Legal Officer, Bay Area

Grantee: Santa Cruz City Schools
133 Mission Street, Suite 100
Santa Cruz, CA 95060
Attn: Molly Parks

5. **Publicity.** Grantor and Grantee will work collaboratively on the content and distribution of all public statements in which Grantor's contribution to Grantee is disclosed. The parties agree to coordinate any press release and/or publication relating to Grantor's support. Notwithstanding the foregoing, Grantee may not use the name(s), trademark(s), or trade name(s) of Grantor, its subsidiaries or affiliates, except with the prior written consent of Grantor.

6. **Prohibited Uses.** Funds received by Grantee under this Agreement shall be used solely for charitable, tax-exempt purposes to help address one or more of the significant community health needs in Santa Cruz County. No funds received by Grantee under this Agreement shall be used in the performance of any partisan political activity, or to further the election or defeat of any candidate for public office. There shall be no religious worship, instruction or proselytization as part of or in connection with Grantee's performance of this Agreement.

7. **Inspection and Audits.**

a. Books and Records. Grantee agrees to keep and maintain full, true and complete records, contracts, books, and documents as are necessary to fully disclose to Grantor, or its authorized representatives, upon audits or reviews, sufficient information to determine compliance with all state and federal regulations and statutes.

b. Inspection and Audit. Grantee agrees that the relevant books, records (written, electronic, computer related or otherwise), including, without limitation, relevant

accounting procedures and practices, financial statements and supporting documentation shall be subject, at any reasonable time, to inspection, examination, review, audit, and copying at any office or location of Grantee where such records may be found by Grantor's designated representative.

c. **Period of Retention.** All books, records, reports, and statements relevant to this Agreement must be retained a minimum of five years. The retention period runs from the effective date of this Agreement. Retention time shall be extended when an audit is scheduled or in progress for a period reasonably necessary to complete an audit and/or to complete any dispute resolution or litigation which may ensue.

8. **Compliance with Applicable Laws.** During the Term of this Agreement, Grantee shall comply with all applicable laws, ordinances and codes of the Federal, State and County governments.

9. **Remedies.** Except as otherwise provided for by law or this Agreement, the rights and remedies of the parties shall not be exclusive and are in addition to any other rights and remedies provided by law or equity, including, without limitation, actual damages, and to a prevailing party reasonable attorneys' fees and costs.

10. **Force Majeure.** No party shall be deemed to be in violation of this Agreement if it is prevented from performing any of its obligations hereunder due to accidents, fires, explosions, or acts of God, including, without limitation, earthquakes, floods, winds, or storms. In such an event the intervening cause must not be through the fault of the party asserting such an excuse, and the excused party is obligated to promptly perform in accordance with the terms of this Agreement after the intervening cause ceases.

11. **Indemnification.** To the fullest extent permitted by law, Grantee shall indemnify, hold harmless and defend, Grantor from and against all liability, claims, actions, damages, losses, and expenses, including, without limitation, reasonable attorneys' fees and costs, arising out of any alleged negligent or willful acts or omissions of Grantee, its officers and employees under this Agreement.

12. **Waiver of Breach.** Failure to declare a breach or the actual waiver of any particular breach of this Agreement or its material or nonmaterial terms by either party shall not operate as a waiver by such party of any of its rights or remedies as to any other breach.

13. **Severability.** If any provision contained in this Agreement is held to be unenforceable by an arbitrator or a court of law or equity, this Agreement shall be construed as if such provision did not exist and the non-enforceability of such provision shall not be held to render any other provision or provisions of this Agreement unenforceable.

14. **Assignment.** Grantee shall not assign, transfer nor delegate any rights, obligations or duties under this Agreement without the prior written consent of Grantor.

15. **Proper Authority.** The parties hereto represent and warrant that the person executing this Agreement on behalf of each party has full power and authority to enter into this Agreement.

16. **Governing Law.** This Agreement and the rights and obligations of the parties hereto shall be governed by, and construed according to, the laws of the State of California.

17. **Dispute Resolution.** Any dispute arising out of or in connection with this Agreement, including any question regarding its existence, interpretation, validity or termination, will be referred to and definitively resolved by binding arbitration pursuant to the California Code of Civil Procedure Section 1280, et seq., and the arbitration shall be administered in accordance with the American Arbitration Association (AAA) rules applicable to commercial arbitrations. The place of arbitration will be Emeryville, California. The judgment of the arbitration tribunal will be accompanied by a written statement of the basis for such judgment and may be enforced by any court having proper jurisdiction. The provisions of this Section will survive the termination of this Agreement.

18. **Entire Agreement and Modification.** This Agreement and its integrated attachment(s) constitute the entire agreement of the parties and such are intended as a complete and exclusive statement of the promises, representations, negotiations, discussions, and other agreements that may have been made in connection with the subject matter hereof. Unless an integrated attachment to this Agreement specifically displays a mutual intent to amend a particular part of this Agreement, general conflicts in language between any such attachment and this Agreement shall be construed consistent with the terms of this Agreement. Unless otherwise expressly authorized by the terms of this Agreement, no modification or amendment to this Agreement shall be binding upon the parties unless the same is in writing and signed by the respective parties hereto.

19. **Survival.** Termination or expiration of this Agreement for any reason shall not relieve either party of any obligation or liability incurred prior to the expiration or termination of this Agreement. The following provisions shall survive termination or expiration of this Agreement, in addition to those that by their nature are intended to survive termination: Sections 4, 5, 6, 7, 9, 11, 16, 17, 21, and 22

20. **Counterparts.** This Agreement may be executed in counterparts, each of which will be an original and which together will constitute one and the same instrument. A photocopy or scanned digital image of the executed Agreement may be used as if it were the original Agreement.

21. **No Third Party Beneficiary.** Nothing contained in this Agreement is intended nor shall it be construed to create rights running to the benefit of third parties.

22. **No Referrals.** Nothing in this Agreement, or any other written or oral agreement, is intended to induce or influence the admission or referral of any patient to or the generation of any business between Grantor and Grantee. This Agreement is intended by the parties as a community benefit to address significant community health needs.

SIGNATURE PAGE TO FOLLOW
SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed to be effective as of the Effective Date set forth above.

Sutter Bay Hospitals dba Sutter Affiliate Name

By: _____

Name: _____

Title: _____

Date: _____

Grantee Name

By: _____

Name: _____

Title: _____

Date: _____

EXHIBIT A

Grant

1. Subject to the terms and conditions of this Agreement, Grantor commits to provide Grantee with a grant of up to **\$372,500.00**), which shall be paid according to the following schedule:

Date Payment Remitted	Amount
Effective Date	\$210,000
August 2023	\$105,000
August 2024	\$52,500

2. Grant monies not used in accordance with the terms of this Agreement and/or any funds that go unused for the purposes of the Grant will be returned to Grantor.
3. Grantor may reduce or eliminate future payments, upon written notice to Grantee, if the Outcome and Process Measures are not met or if this Agreement is terminated early, as set forth herein.

EXHIBIT B

Performance Expectations

Organization Name: Santa Cruz City Schools

Project Title: School Athletic Trainer Program

Project Period: 8/1/2022-7/31/2025

Program Description: Provide athletic trainer support for each of the three high schools in Santa Cruz City Schools

Program Goal: Over a three year period, develop internal financial and operational sustainability to ensure 3 FTE athletic trainers are available at Santa Cruz City high schools. Athletic trainers provide the following activities:

- 1) evaluate the physical well-being of student athletes following injury in accordance the NATA and the BOC
- 2) to provide concussion Management/Baseline Assessment and Safe Return to Play
- 3) conduct baseline testing for all student athletes.
- 4) development, education and implementation of site/venue specific Emergency Action Plan with chain of command, emergency contact information, venue specific directions for EMS, map with outlined routes.
- 5) educate all onsite personnel (coaches, administrators, support staff, parents, student athletes, volunteers, etc.) for all student athlete safety and care.

Program Objectives:

2022-2023 School Year: Provide the above services for 300 to 500 student athletes.

2023-2024 School Year: Provide the above services for 300 to 500 student athletes.

2024-2025 School Year: Provide the above services for 300 to 500 student athletes.

The following “Community Benefit Evaluation” form is intended to serve as a tool for Grantee to report to Grantor at year-end the accomplishments and challenges towards achieving the program’s annual objectives, per Section 3a of this Agreement.

Organization Name:			
Project Title: Address: Program Contact:		Project Period:	
Contact Completing this Form:		Contact Email:	Phone:
Program Description (<i>See Definitions and Examples page</i>):			
Program Goal (<i>See Definitions and Examples page</i>):			
Program Objectives (<i>See Definitions and Examples page; insert more rows as needed</i>):		1.	
		2.	
		3.	
Methods (How will/did you collect your data?): (<i>e.g., surveys, interviews, electronic health records; insert more rows as needed</i>)		1.	
		2.	
		3.	
Population Served (<i>Check all that apply</i>): <input type="checkbox"/> At-risk Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Minorities <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Rural <input type="checkbox"/> Underinsured or Uninsured <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/> LGBT <input type="checkbox"/> Other- <i>please specify</i> : Race/Ethnicity: Language: Age Categories (<i>Check all that apply</i>): <input type="checkbox"/> Infants <input type="checkbox"/> Children <input type="checkbox"/> Teens <input type="checkbox"/> Adults <input type="checkbox"/> Seniors			
Total Number of People served:			
<i>At the beginning of the grant, you identified metrics for your program that will indicate progress towards objectives. A list of potential metrics that may apply to your program can be found at the end of this document. If you have additional metrics, please add to the list.</i>			
<i>Please complete the table below to demonstrate the alignment of your program objectives, data collection methods, and metrics. For Objective #, please use the number from your list of objectives above. Insert more rows, as needed. At the end of the reporting period, enter the results, or findings, from the evaluation for the metrics that were selected.</i>			
Objective #	Method	Metric	Result

Program Narrative			
For this reporting cycle, provide a summary of the impact to the target community. <i>(150-250 words)</i>			
Describe any other achievements or outcomes related to program objectives. <i>(250 words or less)</i>			
Describe any objectives that you were not able to complete by the end of the grant period and explain the circumstances. How might you do things differently next time? <i>(150 words or less)</i>			
Have you experienced any unanticipated events, either positive or negative, with respect to the program funded by Sutter Health? <i>(150 words or less)</i>			
Please share any moving or telling stories to support the work, services, or activities of your program. <i>(150-250 words)</i>			
Describe the strategies planned to sustain the program beyond this grant. <i>(150-250 words)</i>			
Evaluation Narrative			
Briefly describe any challenges in conducting the evaluation or collecting metrics for your program. <i>(100 words or less)</i>			

FINANCIAL SUMMARY

Please complete the financial summary template to report:

1. Actual expenditures compared to the approved budget. This report should cover all project activities to date with Sutter Health funds, excluding other sources of income.
2. Any amount of Sutter Health funds that remain unspent at the end of this reporting period.

CONTACT

Please send completed reports and any questions to:

Coordinator Name

Coordinator, Community Health

Region

Coordinator Address

Coordinator Address Continued

Coordinator Email

Coordinator Phone

DEFINITIONS and EXAMPLES

Program Description Brief, 1-2 sentence description of program goal, services provided, and population served.

Example Everett Youth Open Truth is a program to address the prevalence of obesity among middle school youth in the Mission Neighborhood in San Francisco by implementing a youth-led counter-marketing campaign focused on sugar sweetened beverages.

Goal(s) A broad statement of the expectation of the long-term result of your program.

Example 1 Reduce the prevalence of obesity in middle school youth

Example 2 Middle school youth become active participants in their school community

Program Objectives Strategies or implementation steps to attain the identified goals. Objectives are specific, measurable, and have a defined completion date. They outline the “who, what, when, where, and how” of reaching the goals. Program objectives should include both *process* and *outcomes* objectives.

Process Objectives The measurable activities/services/strategies that are delivered as a part of program implementation.

Example P1 From September 2018-December 2018 organize 10 Youth Leadership Team meetings at Everett Middle School during which youth will be trained to develop a counter-marketing social media campaign focused on sugar sweetened beverages.

Example P2 From January 2019-June 2019, the Youth Leadership Team will implement the counter-marketing campaign, using at least one social media platform.

Outcomes Objectives The measurable effect in the target population of the program. Outcomes objectives should identify the change is expected and will be measured during the grant period.

Example O1 By the end of the counter-marketing campaign, 25% of Everett Middle School youth will demonstrate awareness of the impacts of sugar sweetened beverage consumption and marketing tactics.

Example O2 By the end of their participation in the Youth Leadership Team, 80% of team members demonstrate an increase in their confidence to identify

and address issues in their school community.

Reference: Centers for Disease Control and Prevention (2007). *Developing Program Goals and Measurable Objectives*. Accessed from:
<https://www.cdc.gov/std/program/pupestd/developing%20program%20goals%20and%20objectives.pdf>

METRICS

Please review the list of potential metrics and definitions below to identify metrics that may apply to your program. If you have additional metrics, please add to the bottom of the list with a definition.

Metric	Definition
# of persons served	Total number of individuals (adults and children) who received a service from the program
# of encounters	Total number of services delivered by the program (to all persons served)
# of persons connected to primary care provider (PCP)	Total number of individuals (adults and children) who received services by a primary care provider (PCP) at the program
# of readmits after shelter stay	Total number of individuals readmitted to the hospital after being released from a shelter (within 31 days post discharge from the shelter)
# enrolled in insurance	Total number of individuals (adults and children) who were enrolled in an insurance program as a result of the program
# of classes/workshops provided	Total number of classes provided by the program
% of appointments kept	Percent of individuals who kept their referral appointments within the total number of individuals who had appointments made
# of warm hand-offs	Total number of individuals (adults and children) who were transitioned from a Sutter affiliate (in-patient or ED) to a local community clinic or service provider (shelter, home, skilled nursing, etc.)
# of health screenings	Total number of preventive health screenings (i.e., well-child check-up, female health, cancer screenings, etc.) provided by the program
# connected to mental health services	Total number of individuals receiving mental health services through the program
# connected to social services	Total number of individuals receiving Social services (i.e., counseling, insurance enrollment assistance, housing application assistance, food/shelter assistance, etc.)
# of prescriptions filled	Total number of individuals (adult and children) who filled their medical prescription through support from the program
# of transportation vouchers	Total number of transportation vouchers provided by the program to all participants
Types of appointments provided	Total count of each type of appointment – each individual appointment is counted once

SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Legal Services Agreement 2022-23 and 2023-24: Dannis, Woliver, Kelley

MEETING DATE: June 1, 2022

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Approve this annual agreement for services as submitted.

BACKGROUND:

This firm is used on an as-needed basis by the District.

FISCAL IMPACT:

The fiscal impact will be determined during the 2022-23 and 2023-24 fiscal year by the use of services as needed. LCFF Base (Unrestricted)

This work is in direct support of the following district goals and its 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 gap the currently exists 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 partnerships with its diverse community.



DANNIS WOLIVER KELLEY

Attorneys at Law

SUE ANN SALMON EVANS

Attorney at Law

sevens@DWKesq.com

Long Beach

May 9, 2022

VIA EMAIL

Kris Munro
Superintendent
Santa Cruz City Schools
133 Mission Street, Suite 100
Santa Cruz, CA 95060
alyssamartinez@sccs.net

Re: 2022-2024 Agreement for Professional Services

Dear Ms. Munro:

For more than 45 years, we have provided legal advice and counseling services to California school and community college districts. We appreciate more than ever the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. Together, we have met the challenges of a worldwide pandemic and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will support you with our full range of expertise to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for the 2022-2023 and 2023-2024 school years which includes some new terms enabling us to better meet current and future challenges on your behalf. The top end of rate ranges for our different attorney groups will increase by \$5 to \$15 dollars; however, for the first time, we are providing a two-year Agreement. This means there will be no changes to the billing ranges during this time period, although individual attorney hourly rates may be adjusted within the existing ranges.

We are excited to add the category of "Shareholder Emeritus" so that attorneys with decades of experience who have stepped back from active firm management can continue to offer you the highest level of legal expertise. We have added sections to comply with new laws in the areas of fingerprinting and vaccinations. Finally, our modes of communication and providing advice have been updated to keep pace with technology.

We will continue to offer the Santa Cruz City Schools efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

SAN FRANCISCO

200 California Street
Suite 400
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH

444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO

750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO

2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO

555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

BERKELEY

2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO

7170 N. Financial Drive
Suite 135
Fresno, CA 93720
TEL 559.388.5802
FAX 559.388.5803

www.DWKesq.com

Kris Munro
Superintendent
Santa Cruz City Schools
May 9, 2022
Page 2

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY

A handwritten signature in black ink, appearing to read "Sue Ann Salmon Evans", written over a horizontal line.

Sue Ann Salmon Evans
SASE:sf

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 9, 2022, by and between the Santa Cruz City Schools, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2022, through and including June 30, 2024, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred seventy-five dollars (\$375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred dollars (\$300) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty-five dollars (\$265) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars (\$395) to four hundred fifty dollars (\$450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be \$450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research and electronic record review platforms (i.e., Westlaw, e-discovery). Any discount received on such services is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

CONSENT TO USE OF E-MAIL AND CLOUD SERVICES. In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

SANTA CRUZ CITY SCHOOLS

Kris Munro
Superintendent

Date

DANNIS WOLIVER KELLEY



Sue Ann Salmon Evans
Attorney at Law

May 9, 2022
Date

At its public meeting of _____, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Consultant Services: Carolyn Post

MEETING DATE: June 1, 2022

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Consultant Service Agreement for Governance coaching in the 2022-23 school year.

BACKGROUND:

Leadership Associations Coach and former Superintendent Carolyn Post will provide support to the Santa Cruz City Governance team through meeting facilitation and planning. Ms. Post will meet with individual Trustees to prepare for the Governance Sessions, will help facilitate the Superintendent's evaluation and will coach and support trustees.

FISCAL IMPACT:

Not to exceed \$10,000 LCFF Base (Unrestricted).

This work is in direct support of the following District goal and its 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 partnerships with its diverse community.

Santa Cruz City Schools
133 Mission Street, Ste. 100
Santa Cruz, Ca 95060

REQUISITION #: _____

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: Superintendent/Board Principal/Director: Kris Munro

Describe Work to be Performed and District and Site Goals Supported:

Trustee & Superintendent coaching and support

Goals 4, 5, 6

Qualifications of Consultant: Former Monterey County Superintendent of Schools and current Leadership Associates Coach

Name of Consultant: Carolyn Post

Tax I.D.# or SSN: _____

Address: 5009 Bellevue St.

Telephone #: _____

(Vendor Data form to Purchasing)

City/State/Zip: Soquel, CA 95073

Email: _____

Date(s) of Service: 22-23 school year

Time: _____

Number of Hours: _____ hours per day X _____ days = _____ total hours.

Hourly/Daily Rate (specify): _____

Meals: _____

Lodging: _____

Transportation: _____

TOTAL FEE TO BE PAID: \$10,000

Account #: 01-0000-0-0000-7100-5800-053-0000

Write out meaning of account number: LCFF Base - Board & Supt. Services

Approval of Business Services verifying account: _____

Date: _____

Authorized Signature of Consultant: _____

Date: 5/23/22

(NOTE: Consultant must submit invoice for payment upon completion of work)

Signature of Administrator Requesting Service

Approval of Assistant Superintendent

Date: 5/24/22

Date: 05/24/22

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

☐ Consultants *will be* on campus on a regular basis (more than once) while students are present

☒ Consultant *will not be* on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: n/a

Approval of Human Resources: [Signature] 5/24/22

PAYMENT AUTHORIZATION

(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment

Date

Approval of Assistant Superintendent

Date

Board of Education Approval: _____
(Required if over \$2500)

7/14/2016

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).

Trustee coaching and support. Facilitation of Governance sessions. Meetings with individual Trustees to prepare for the Governance Sessions and to help facilitate the Superintendent's evaluation. Support with trustee candidate orientation and with induction of any new trustees.

2. State efforts made to identify qualified staff available within the district to carry out the requested services.

Ms. Post is uniquely qualified as a leadership associates coach and former County Superintendent.

3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.

Ms. Post will facilitate the Board Governance meetings

4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).

Ms. Post will support the governance team by providing meeting planning and facilitation. She will help Trustees prepare by having individual meetings with Trustees. She will help facilitate the Superintendent's evaluation.

5. Evaluation Process - How will you know the goal/outcomes have been met?

The Superintendent and Board of Education will evaluate the meetings on an on-going basis during the 22-23 school year. The Superintendent's evaluation will be accomplished.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Albion Environmental Change Order #2 Santa Cruz High School
Underground Utility Replacement Construction Monitoring

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Albion Environmental change order #2 for Santa Cruz High School underground utility replacement construction monitoring.

BACKGROUND:

This change order consists of evaluation and data discovery due to the discovery of an intact portion of an unknown archaeological site on campus. This particular discovery represents the second of two change orders due to the additional time and personnel needed. The board has been briefed on all discoveries to date. Follow up on the findings and work with the tribe of the most likely descendant is ongoing. The previously approved contract amount was \$81,756.29 and the new total contract, including this change order, will be \$85,073.41.

FISCAL IMPACT:

Change Order #2 \$3,317.12 (4.05% 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

May 11, 2022

Christopher Garcia
Construction Facility Project Manager
Santa Cruz City Schools
536 Palm Street
Santa Cruz, California 95060

Re: Change Order 002 Proposal, Construction Monitoring for the Switchgear Project and Cultural Resource Treatment Plan for Santa Cruz High School, Santa Cruz, California

Dear Mr. Garcia:

Albion Environmental, Inc. (Albion) would like to request a change order to our existing contract for construction monitoring services for the Switchgear Electrical Project at Santa Cruz High School (SCHS), located at 415 Walnut Avenue, Santa Cruz, California. Albion's original contract for the Project included four phases of work associated with the construction monitoring program: Phase 1 Mobilization and Management, Phase 2 Cultural Resources Treatment Plan, Phase 3 Construction Monitoring, Phase 4 Monitoring Report, and Phase 5 Inadvertent Discoveries. Albion is not currently proposing any changes to Phases 2 or 5. However, we are proposing changes to Phase 1, 3, and 4 to support additional management, construction monitoring, and reporting beyond our initial estimate.

In our original contract, Albion assumed that construction monitoring would be needed for up to fifteen (15), 8-hour days. This estimate was based on the schedule initially provided by CRW Industries. The project has required monitoring beyond that initial estimate, and therefore, we are requesting additional budget to cover those monitoring needs. In addition, as the duration of the project has been extended, Albion is requesting additional time for management.

1414 Soquel Avenue, Suite 205
Santa Cruz, CA 95062

(831) 469-9128 Santa Cruz
(805) 592-2222 San Luis Obispo

albionenvironmental.com

ESTIMATED COST

Albion proposes to perform these services on a time and material basis, not to exceed \$3,317.12 (Attachment 1). The original awarded Task Order value was \$29,367.70 (PO21-01689), the value of Change Order 001 was \$6,672.89. With this proposed change order, we propose the Task Order value be increased to \$39,357.71.

Please contact me at (831) 469-1774 if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sarah Peelo".

Sarah Peelo, Ph.D., RPA
President

Attachment 1. Cost Estimate

Attachment 1

Cost Estimate

Change Order 002. Santa Cruz High School Switchgear Construction Monitoring and Cultural Resources Treatment Plan

Santa Cruz City Schools

5/11/2022

Labor	Rate	Phase 1		Phase 2		Phase 3		Phase 4		Phase 5		Total	
		Mobilization and Management		Cultural Resources Treatment Plan		Construction Monitoring		Monitoring Report		Inadvertent Discoveries			
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Principal 3F - Nicchitta, S.	\$119.48	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Principal 3F - Peelo	\$119.48	5	\$597.40	0	\$0.00	0	\$0.00	4	\$477.92	0	\$0.00	9	\$1,075.32
Senior Archaeologist 5C - D'Oro	\$98.75	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Senior Archaeologist 5C - Murphy	\$98.75	1	\$98.75	0	\$0.00	0	\$0.00	4	\$395.00	0	\$0.00	5	\$493.75
Administrative 9A - Convisser	\$89.19	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Senior Archaeologist 3A - Ellison	\$86.01	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 6C - Britton	\$79.66	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 6C - Spellman	\$79.66	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 5D - Hill	\$74.87	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 5D - Manigault	\$74.87	0	\$0.00	0	\$0.00	15	\$1,123.05	0	\$0.00	0	\$0.00	15	\$1,123.05
Archaeologist 5D - Ragland	\$74.87	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 5B - McMahon	\$71.70	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeologist 5A - Biasi	\$70.09	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Archaeological Tech 7C - Rigby	\$66.88	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total Labor		6	\$696.15	0	\$0.00	15	\$1,123.05	8	\$872.92	0	\$0.00	29	\$2,692.12
Other Direct Costs		Units		Units		Units		Units		Units		Units	
		Cost		Cost		Cost		Cost		Cost		Cost	
Native American Monitor Mileage	\$0.56	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Native American Monitor	\$62.50	0	\$0.00	0	\$0.00	10	\$625.00	0	\$0.00	0	\$0.00	10	\$625.00
Native American Monitor OT	\$93.75	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total ODCs			\$0.00		\$0.00		\$625.00		\$0.00		\$0.00		\$625.00
Total Cost			\$696.15		\$0.00		\$1,748.05		\$872.92		\$0.00		\$3,317.12

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Anaya Construction Proposal for Bay View Elementary School
Portable Classroom Removal

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Anaya Construction proposal for Bay View Elementary School portable classroom removal.

BACKGROUND:

This proposal consists of dismantle, removal, and disposal of three portable classrooms from Bay View Elementary School. As a part of the site Bond Master Plan, these portable buildings were replaced with permanent modular classrooms and are being removed to provide a larger playground space.

FISCAL IMPACT:

\$38,800.00 Measure B Funds (Restricted), representing 0.31% of the overall site budget
\$12,384,192.00 is the total Bond Allocation to Bay View Elementary 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

Anaya Construction

P.O. Box 1260
Ripon, CA 95366

Proposal

Proposal Date: 4/22/2022

Proposal #: 2022-122

Project:

Bay View Elem - SCCS

Bill To:

Santa Cruz City Schools
536 Palm St.
Santa Cruz, CA 95060

Description	Rate	Est. Cost Breakdown	Total
1. Dismantle (3) 24x40 portables at Bayview ES 2. Remove (E) ramps and put inside portables along with wood foundation 3. Remove (E) asphalt ramp transitions and dispose of. 4. Demo (E) planters and dispose of wood, shrubs, and dirt 5. Brace, tarp, and roll portables out to make accessible for transporting. 6. Transport portables to Zanker landfill for disposal 7. When complete site to be left clean from all debris	38,800.00		38,800.00
Total			\$38,800.00

CA License # 746627 DIR # 1000007522
Phone: 209-605-4395

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Atlantis Paving & Grading Contract for Bay View Elementary School Site Work

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Atlantis Paving & Grading contract for Bay View Elementary School site work.

BACKGROUND:

The project consists of asphalt patching and repair, asphalt slurry coating and the restriping of the playground.

A request for bids was sent out to contractors, noticed to the builder's plan room and advertised in the local newspapers. Two bids were received. Atlantis Paving & Grading the successful low bidder.

Bid Summary

CONTRACTOR	CITY	BASE BID
Monterey Peninsula Engineering	Marina	\$149,000.00
Atlantis Paving & Grading	Scotts Valley	\$147,899.00
LOW BID	Atlantis Paving & Grading	\$147,899.00

Staff recommends that the bid be awarded to Atlantis Paving & Grading, the lowest responsive and responsible bidder.

FISCAL IMPACT:

\$147,899.00 Measure B Funds (Restricted), representing 1.19% of the overall site budget
\$12,384,192.00 is the total Bond Allocation to Bay View Elementary 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

AGENDA ITEM: 8.3.3.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement, effective May 13th, 2022, is by and between the Santa Cruz City Schools, in Santa Cruz County, California, hereinafter called the "Owner," and Atlantis Paving & Grading hereinafter called the "Contractor."

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

ARTICLE I. SCOPE OF WORK. The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the work required, by the Contract (the "Work") in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers, and as specified in

the BAYVIEW ELEMENTARY SCHOOL SITE WORK,

all in strict compliance with the plans, drawings and specifications therefore prepared by

19SIX ARCHITECTS
303 POTRERO STREET, SUITE 5
SANTA CRUZ, CA 95060
831-440-7300

and other Contract Documents relating thereto.

The Contract as awarded only includes the base scope of work plus allowance listed in the Bid Form

During the Work, the Contractor shall ensure that all Work, including but not limited to Work performed by Subcontractors, is performed in compliance with all applicable legal, contractual, and local government requirements related to the novel coronavirus and COVID-19, including "social distancing," masks, and hygiene as may be ordered by the State or local authorities and as may be directed in the Contract Documents. In addition, the Contractor and its Subcontractors shall abide by District protocol and guidelines under duration of contract.

ARTICLE II. CONTRACT DOCUMENTS. The Contractor and the Owner agree that all of the documents listed in Article 1.1.1 of the General Conditions form the "Contract Documents" which form the "Contract."

ARTICLE III. TIME TO COMPLETE AND LIQUIDATED DAMAGES.

Time is of the essence in this Contract, and the time of Completion for the Work

("the Contract Time") shall be Forty-five (45) calendar days which shall start to run on (a) the date of commencement of the Work as established in the Owner's Notice to Proceed, or (b) if no date of commencement is established in a Notice to Proceed from Owner, the date of Contractor's actual commencement of the Work (including mobilization).

The site for the Contract will not be available to the Contractor for construction on the following dates: **April 21st through April 28th**. The Contractor shall not be entitled to time extensions for lack of access to the site on these dates.

Failure to Complete the Work within the Contract Time and in the manner provided for by the Contract Documents, or failure to complete any specified portion of the Work by a milestone deadline, shall subject the Contractor to liquidated damages. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Work were not Completed within the Contract Time, or if any specified portion of the Work were not completed by a milestone deadline, are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, disruption of activities, costs of administration and supervision, third party claims, and the incalculable inconvenience and loss suffered by the public.

Accordingly, the parties agree that **\$500** per calendar day of delay shall be the damages which the Owner shall directly incur upon failure of the Contractor to Complete the Work within the Contract Time or Complete any specified portion of the Work by a milestone deadline, as described above. Liquidated damages will accrue for failure to meet milestone deadlines even if the Contractor Completes the Work within the Contract Time.

In addition, Contractor shall be subject to liquidated damages, or actual damages if liquidated damages are not recoverable under law, for causing another contractor on the Project to fail to timely complete its work under its contract or for causing delayed *completion* of the Project. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if another contractor on the Project were to fail to timely complete its work under its contract or delay *completion* of the Project are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, loss of use of the other contractor's work, loss of use of the Project, disruption of activities, costs of administration and supervision, third party claims, the incalculable inconvenience and loss suffered by the public, and an Owner's inability to recover its delay damages from the contractors whose work was delayed by Contractor.

Accordingly, the parties agree that **\$ 500** for each calendar day of delay shall be the amount of damages which the Owner shall directly incur upon Contractor causing

another contractor on the Project to fail to timely complete its work under its contract or causing delayed *completion* of the Project.

For Contractor's obligations regarding claims against Owner from other contractors on the Project alleging that Contractor caused delays to their work, see General Conditions sections 3.7.4, 3.16 and 6.2.3.

If liquidated damages accrue as described above, the Owner, in addition to all other remedies provided by law, shall have the right to assess the liquidated damages at any time, and to withhold liquidated damages (and any interest thereon) at any time from any and all retention or progress payments, which would otherwise be or become due the Contractor. In addition, if it is reasonably apparent to the Owner before liquidated damages begin to accrue that they will accrue, Owner may assess and withhold, from retention or progress payments, the estimated amount of liquidated damages that will accrue in the future. If the retained percentage or withheld progress payments are not sufficient to discharge all liabilities of the Contractor incurred under this Article, the Contractor and its sureties shall continue to remain liable to the Owner until all such liabilities are satisfied in full.

If Owner accepts any work or makes any payment under the Contract Documents after a default by reason of delays, the payment or payments shall in no respect constitute a waiver or modification of any provision in the Contract Documents regarding time of Completion, milestone deadlines, or liquidated damages.

ARTICLE IV. PAYMENT AND RETENTION. The Owner agrees to pay the Contractor in current funds One Hundred Forty Seven Thousand Eight Hundred Ninety Nine Dollars (\$ 147,899.00) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof, as provided in the General Conditions.

The above contract price includes a general contingency allowance of \$10,000 to pay any additional amounts to which the Contractor may be entitled under the Contract Documents other than special allowances.

Any payment from a special allowance or general contingency allowance ("Allowance") is entirely at the discretion, and only with the advanced written approval, of the Owner. To request payment from an Allowance, the Contractor must fully comply with the Contract Documents' requirements related to Notice to Potential Changes, Change Order Requests, and Claims, including but not limited to Articles 4 and 7 of the General Conditions and its provisions regarding waiver of rights for failure to comply. If the Owner approves in writing a payment from an Allowance, no change order approved by Owner's governing body shall be required, but Contractor must sign an Allowance expenditure form, after which the Contractor may include a request for such payment in its next progress payment application. Contractor's inclusion of a request for such payment in a progress payment application, or Contractor's acceptance of a progress payment that includes such payment, shall act as a full and complete waiver by

Contractor of all rights to recover additional amounts, or to receive a time extension or other consideration, related to the underlying basis of such payment; and such waiver shall be in addition to any other waiver that applies under the Contract Documents (including Article 4 of the General Conditions). If Contractor requests a time extension or other consideration in connection with or related to a requested payment from an Allowance, Contractor must comply with the Contract Documents' requirements related to Notice to Potential Changes, Change Order Requests, and Claims, including but not limited to Articles 4, 7, and 8 of the General Conditions and their provisions regarding waiver of rights for failure to comply, and no such time extension or other consideration may be issued until a change order is approved by the Owner's governing body pursuant to the Contract Documents. The amount of an Allowance may only be increased by a change order approved by Owner's governing body. Once an Allowance is fully spent, the Contractor must request any additional compensation pursuant to the procedures in the Contract Documents for Notices of Potential Claim, Change Order Requests, and Claims, and payment must be made by a change order approved by the Owner's governing body pursuant to the General Conditions. Upon Completion of the Work, all amounts in an Allowance that remain unspent and unencumbered shall remain the property of the Owner, Contractor shall have no claim to such funds, the Owner shall be entitled to a credit for such unused amounts against the above contract price, and the Owner may withhold such credit from any progress payment or release of retention.

The Owner has made a finding that this Project is substantially complex and requires a retention amount greater than 5%. (Public Contract Code section 7201.)

ARTICLE V. CHANGES. Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided in the General Conditions.

ARTICLE VI. TERMINATION. The Owner or Contractor may terminate the Contract as provided in the General Conditions.

ARTICLE VII. PREVAILING WAGES. The Project is a public work, the Work shall be performed as a public work and pursuant to the provisions of Section 1770 et seq. of the Labor Code of the State of California, which are hereby incorporated by reference and made a part hereof, the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which the Work is to be performed, for each craft, classification or type of worker needed to execute this Contract. Per diem wages shall be deemed to include employer payments for health and welfare, pension, vacation, apprenticeship or other training programs, and similar purposes. Copies of the rates are on file at the Owner's principal office. The rate of prevailing wage for any craft, classification or type of workmanship to be employed on this Project is the rate established by the applicable collective bargaining agreement which rate so provided is hereby adopted by reference and shall be effective for the life of this Agreement or until the Director of the Department of Industrial Relations determines that another rate be adopted. It shall be mandatory upon the Contractor and on any subcontractor to pay not less than the said specified rates to all workers employed in the execution of this

Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the Owner shall forfeit not more than Two Hundred Dollars (\$200.00) for each calendar day or portion thereof for each worker paid less than the stipulated prevailing rates for such work or craft in which such worker is employed. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate record for Work on this Contract and Project showing the names, addresses, social security numbers, work classification, straight time and overtime hours worked and occupations of all laborers, workers and mechanics employed by them in connection with the performance of this Contract or any subcontract thereunder, and showing also the actual per diem wage paid to each of such workers, which records shall be open at all reasonable hours to inspection by the Owner, its officers and agents and to the representatives of the Division of Labor Standards Enforcement of the State Department of Industrial Relations. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner monthly.

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. For all projects over Twenty-Five Thousand Dollars (\$25,000), a contractor or subcontractor shall not be qualified to submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. For all projects over Twenty-Five Thousand Dollars (\$25,000), a contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

ARTICLE VIII. WORKING HOURS. In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the

Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

ARTICLE IX. APPRENTICES. The Contractor agrees to comply with Chapter 1, Part 7, Division 2, Sections 1777.5 and 1777.6 of the California Labor Code, which are hereby incorporated and made a part hereof. These sections require that contractors and subcontractors employ apprentices in apprenticeable occupations in a ratio of not less than one hour of apprentice's work for each five hours of work performed by a journeyman (unless an exemption is granted in accordance with Section 1777.5) and that contractors and subcontractors shall not discriminate among otherwise qualified employees as indentured apprentices on any public works solely on the ground of sex, race, religious creed, national origin, ancestry or color. Only apprentices as defined in Labor Code Section 3077, who are in training under apprenticeship standards and who have signed written apprentice agreements, will be employed on public works in apprenticeable occupations. The responsibility for compliance with these provisions is fixed with the Contractor for all apprenticeable occupations.

ARTICLE X. DSA OVERSIGHT PROCESS. The Contractor must comply with the applicable requirements of the Division of State Architect ("DSA") Construction Oversight Process ("DSA Oversight Process"), including but not limited to (a) notifying the Owner's Inspector of Record/Project Inspector ("IOR") upon commencement and completion of each aspect of the Work as required under DSA Form 156; (b) coordinating the Work with the IOR's inspection duties and requirements; (c) submitting verified reports under DSA Form 6-C; and (d) coordinating with the Owner, Owner's Architect, any Construction Manager, any laboratories, and the IOR to meet the DSA Oversight Process requirements without delay or added costs to the Work or Project.

Contractor shall be responsible for any additional DSA fees related to review of proposed changes to the DSA-approved construction documents, to the extent the proposed changes were caused by Contractor's wrongful act or omissions. If inspected Work is found to be in non-compliance with the DSA-approved construction documents or the DSA-approved testing and inspection program, then it must be removed and corrected. Any construction that covers unapproved or uninspected Work is subject to removal and correction, at Contractor's expense, in order to permit inspection and approval of the covered work in accordance with the DSA Oversight Process.

ARTICLE XI. INDEMNIFICATION AND INSURANCE. The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue

so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$2,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$2,000,000.00 per accident for bodily injury and property damage combined single limit.

ARTICLE XII. ENTIRE AGREEMENT. The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

ARTICLE XIII. EXECUTION OF OTHER DOCUMENTS. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

ARTICLE XIV. EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

ARTICLE XV. BINDING EFFECT. Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

ARTICLE XVI. SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM. If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Santa Cruz, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

ARTICLE XVII. AMENDMENTS. The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, which includes change orders signed by the parties and approved or

ratified by the Governing Board.

ARTICLE XVIII. ASSIGNMENT OF CONTRACT. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

ARTICLE XIX. WRITTEN NOTICE. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

Atlantis Paving & Grading (*CONTRACTOR*)

SANTA CRUZ CITY SCHOOLS

Ryan Rittenhouse
Ryan Rittenhouse (Name)
President/CEO (Chairman, Pres., or Vice-Pres.)

(Name)
(Title)

Ryan Rittenhouse
Ryan Rittenhouse (Name)
Secretary (Secretary, Asst. Secretary, CFO, or Asst. Treasurer)

981876
CALIFORNIA CONTRACTOR'S
LICENSE NO.

4/30/2023
LICENSE EXPIRATION DATE

1000365415
DIR NO.

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature

and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: AVNow Proposal for Branciforte Middle School Replacement Performing Arts Equipment

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve AVNow proposal for Branciforte Middle School replacement performing arts equipment.

BACKGROUND:

This proposal consists of the replacement of failing performing arts production lighting and the addition of stage microphones. This is part of the Multipurpose room upgrade that is related to Performing Arts on the campus. This work has been in the planning stages for many months and AVNow has been working directly with the site to develop a system that is appropriate for its intended purpose.

FISCAL IMPACT:

\$70,144.43 Measure A Funds (Restricted), representing 0.41% of the overall site budget
\$17,093,431.00 is the total Bond Allocation to Branciforte Middle 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



Scope of Work



BRANCIFORTE MIDDLE SCHOOL

Branciforte Middle School

315 Poplar Ave,

Santa Cruz, CA 95062

Executive Summary

AV Now Pro is pleased to present to Branciforte Middle School the following audiovisual proposal to fit your specific needs.

Audio:

- AV Now Pro will provide and install one (1) 32 input 16 output digital mixing console. This console will be connected in the back of the room when needed for larger performances. It will be connected to the system via a category cable in a wall plate at the back of the room. The mixer will connect to the DSP via category connection and will be able to connect to inputs of the DSP via tie lines.
- AV Now Pro will provide, program, and install one (1) 64 x 64 audio DSP with expansion card for connecting the digital mixer. This DSP will provide speaker processing and basic audio needs including basic control for wireless mics and audio inputs when not having a full concert. Once the digital mixer is connected that will become the master audio control device. Control for the source selection, volume, and mic volume will be done via the OFE (Owner Furnished Equipment) 7" touch-panel.
- AV Now Pro will provide and install one (1) 16 x 8 digital snake box located on the stage with a 65' category connection to extend from the wall plate to the needed location on the stage. The digital snake will provide mic and aux monitor outputs for the stage monitors.
- AV Now Pro will provide and install two (2) 12" 2-way coaxial self-powered stage monitors. These monitors will be connected and used for larger performances on the stage.
- AV Now Pro will provide and install two (2) wireless handheld microphone systems. AV Now Pro will also provide four (4) additional handheld microphones as backup. Note: (Only 2 mics of different channels can be used at one time).
- AV Now Pro will provide and install six (6) ceiling hanging microphones. These microphones will be hanging from the ceiling and be connected to the audio DSP for use in general amplification of people on the stage.



Lighting:

- AV Now Pro will provide and install six (6) Cycloramas as wall wash or foot lighting. Each fixture is LED full color and DMX controlled.
- AV Now Pro will provide and install eight (8) zoomable par lights mounted to the existing lighting bar to wash the stage with light. Each fixture is LED full color and DMX controlled.
- AV Now Pro will provide and install three (3) moving head spotlights. These lights will be mounted to the existing lighting bar to provide spotlight and other effects and gobos for the stage and room. Each fixture is LED full color and DMX controlled.

Control:

- AV Now Pro will provide and install one (1) rack mount DMX lighting controller. This controller will have the ability to control color, zoom, pan, tilt, and moving heads. AV Now Pro will work with Branciforte Middle School to make lighting presets. This controller can also be connected to an iPad for control as needed.
- AV Now Pro will program one (1) OFE (Owner Furnished Equipment) Crestron AV switch with built in control processor. The control for basic use such as volume control, source selection for audio and video, and basic lighting control with presets. This control will be done via the OFE (Owner Furnished Equipment) 7" touch panel.

Equipment Removal:

- AV Now Pro will remove one (1) OFE (Owner Furnished Equipment) Biamp audio DSP. This DSP will be provided back to the school for disposal or re-allocation.

Customer Responsibility:

- Provide a contact for access to the building during installation hours.
- Provide a secure location for the equipment and tools during installation.
- Provide a network connection to AV network if needed.

Exclusions:

- Drywall repair and paint or paint matching.
- Structural modifications cutting, welding, HVAC, and Plumbing modifications.
- All modifications to millwork or tables.
- Network configurations adds or changes to customer's existing networks.
- Any and all Electrical work including conduit connections or terminations of electrical.



Terms and Conditions

AV Now Pro will include functional as-built drawings of the various systems groups a type in PDF format. As-builts may include elevation and layout of proposed equipment, conduit, and electrical power requirements for the AV systems of the project. AV Now Pro is not responsible for client-provided drawings that are out of date or are changed by the client during or after the project. If the as-builts provided by AV Now Pro need modification due to outdated drawings or information, that will constitute a change order and will incur additional costs.

Terms:

To approve this Proposal, Customer must sign and return with the deposit to AV Now Pro.
(Note: Job will be delayed if deposit is not received. This will delay procurement of equipment and placement on the installation schedule.)

Job Site:

AV Now Pro project manager and the customer will work together to determine site readiness for installation to proceed. If site conditions are not in a state that was agreed upon and delays are incurred a change order will be issued and additional installation charges will be applied.

Payment:

Payment schedule as follows.

50% Down Payment; Upon acceptance of proposal, AV Now Pro to procure equipment.

40% Engagement; Upon equipment arrival to AV Now Pro the customer will be provided serial numbers and documentation of equipment received for your project a project manager will be assigned and the project will be scheduled for installation, programing, rack build out, and testing.

10% Retention will be paid upon training and demonstration of system functionality and Scope. AV Now Pro must be paid the retention amount in full no more than ten days after completion of job.

Failure to pay within terms will lead to job stoppage and/or late fees of 1.5% monthly on remaining balance.

Freight:

Freight costs are estimated only and subject to change based on actual incurred freight charges +5%.

Acceptance:

Accepted By Name: _____

Accepted By Signature: _____

Date: _____



225 Technology Circle, Scotts Valley, CA 95066
Phone (800) 491 6874

Quote Date:
4/28/2022

Quote from AV Now Pro

Accepted By: _____ Date: _____

Client:	Branciforte Middle School	Phone: (831) 419-6726	Salesperson	Jared Meldrum
Project:	System Upgrade	Fax: -	Designer	Jared Meldrum
Contact:	Sean Balke	Email: seanbalke@sccs.net	Phone:	(800) 491-6874
Address:	315 Poplar Ave	State: CA		
City:	Santa Cruz	ZIP: 95062		

Mfr.	Description	Quantity	Price	Extended Price
Audio				
Allen & Heath	Rackmountable 32 IN / 16 OUT Digital Mixer	1	3,656.35	3,656.35
Allen & Heath	64x64 Audio Matrix Processor	1	3,655.40	3,655.40
Allen & Heath	Expansion Card For Processor	1	240.55	240.55
Allen & Heath	Digital Stage Box	1	1,298.01	1,298.01
Allen & Heath	Digital Snake System	1	287.69	287.69
Electro Voice	12' Powered Coaxial Monitor	2	670.67	1,341.33
Sennheiser	Receiver plus 1 Wireless Handheld Mic	2	721.29	1,442.58
Sennheiser	Wireless Handheld Mic	4	387.03	1,548.13
Audio-Technica	Hanging Microphones	6	299.00	1,794.00
Lighting				
Chavet	Low-profile Lightweight Cyclorama Wash or Footligh	6	1,066.67	6,400.00
Chavet	Zooming RGBW LED Wash	8	1,150.00	9,200.00
Chavet	Moving Head LED Color Spot Light	3	1,733.33	5,200.00
Chavet	Beam Clamp	14	33.00	462.00
Chavet	Safty Cable	14	8.67	121.33
Chavet	5-Pin 25' DMX Cable	8	26.67	213.33
Chavet	5-Pin 10' DMX Cable	12	15.33	184.00
Chamsys	Rack Mounted Lighting Controller	1	2,426.67	2,426.67

Prices are approximate until a final site survey can be performed
Restocking Fees on returned Equipment may apply
Quote price is valid for 10 days
Interest and/or collection fees may apply to delinquent payments

Equipment	\$ 39,471.38
Materials	\$ 4,097.91
Labor	\$ 21,203.47
Expenses	\$ 100.00
Shipping	\$ 1,931.46
Contingency 5%	\$ 3,340.21
Tax	TBD
Grand Total	\$ 70,144.43
Payment Schedule	
50% Down Payment	\$ 35,072.22
40% Engagement	\$ 28,057.77
10% Retention	\$ 7,014.44

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Best Contracting Services, Inc. Contract for Harbor High School Gym Reroof

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Best Contracting Services, Inc. contract for Harbor High School gym reroof.

BACKGROUND:

This proposal consists of the reroof of the Harbor High School gym. This bid is for the removal of both existing roofs and the labor cost to place a new roof using materials supplied by Garland under the warranty agreement as the existing roof is failing from underneath and is no longer repairable.

FISCAL IMPACT:

\$311,533.00 Measure A Funds (Restricted), representing 1.09% of the overall site budget
\$28,554,079.00 is the total Bond Allocation to Harbor 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

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement, effective May 03, 2022, is by and between Santa Cruz City Schools, Santa Cruz County, California, hereinafter called the "Owner" and Best Contracting Services, Inc. hereinafter called the "Contractor."

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

ARTICLE I. SCOPE OF WORK. The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Harbor High Gym Reroof

at Harbor High School 300 La Fonda Road, Santa Cruz, Project #2022-11

all in strict compliance with the plans, drawings and specifications therefore prepared by:
Santa Cruz City Schools
and other Contract Documents relating thereto.

ARTICLE II. CONTRACT DOCUMENTS. The Contractor and the Owner agree that all of the documents listed in Article 1.1.1 of the General Conditions form the Contract Documents which form the Contract.

ARTICLE III. TIME TO COMPLETE AND LIQUIDATED DAMAGES.

[Choose one paragraph:]

Time is of the essence in this Contract, and the time of Completion for the Work ("the Contract Time") shall be two hundred and seventy (270) calendar days from (a) the date established in a Notice to Proceed from Owner, the construction shall be sixty days within that time once all materials are onsite after full execution of the Agreement.

Failure to Complete the Work within the time and in the manner provided for by the Contract Documents shall subject the Contractor to liquidated damages. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Work were not Completed within the Contract Time are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, disruption of activities, costs of administration and supervision, and the incalculable inconvenience and loss suffered by the public.

Accordingly, the parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to Complete the Work within the Contract Time: \$500.00, for each calendar day by which Completion of the Work is delayed beyond the Contract Time as adjusted by Change Orders.

If Contractor causes delay to any other contractor's work on the Project that results in delayed *completion* of the Project, Contractor shall be subject to liquidated damages in the amount set forth above for each calendar day Contractor delayed *completion* of the Project. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer for such delayed *completion* of the Project are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the other contractor's work and the Project, disruption of activities, costs of administration and supervision, and the incalculable inconvenience and loss suffered by the public.

Accordingly, the parties agree that the amount set forth herein shall be presumed to be the amount of damages which the Owner shall directly incur for each calendar day that *completion* of the Project is delayed because of Contractor caused delays to the work of other contractors.

For Contractor's obligations regarding claims against Owner from other contractors on the Project alleging that Contractor caused delays to their work, see General Conditions sections 3.7.4, 3.16 and 6.2.3.

If liquidated damages accrue as described above, the Owner, in addition to all other remedies provided by law, shall have the right to assess the liquidated damages at any time, and to withhold liquidated damages (and any interest thereon) at any time from any and all retention or progress payments, which would otherwise be or become due the Contractor. In addition, if it is reasonably apparent to the Owner before liquidated damages begin to accrue that Contractor cannot or will not Complete the Work within the Contract Time, Owner may assess and withhold, from retention or progress payments, the estimated amount of liquidated damages that will accrue in the future. If the retained percentage or withheld progress payments are not sufficient to discharge all liabilities of the Contractor incurred under this Article, the Contractor and its sureties shall continue to remain liable to the Owner until all such liabilities are satisfied in full.

If Owner accepts any work or makes any payment under this Agreement after a default by reason of delays, the payment or payments shall in no respect constitute a waiver or modification of any Agreement provisions regarding time of Completion and liquidated damages.

ARTICLE IV. PAYMENT AND RETENTION. The Owner agrees to pay the

Three Hundred Eleven Thousand

Contractor in current funds Five Hundred Thirty Three Dollars
(\$ 311,533.00) for work satisfactorily performed after receipt of properly
documented and submitted Applications for Payment and to make payments on account
thereof, as provided in the General Conditions.

ARTICLE V. CHANGES. Changes in this Agreement or in the Work to be done
under this Agreement shall be made as provided in the General Conditions.

ARTICLE VI. TERMINATION. The Owner or Contractor may terminate the
Contract as provided in the General Conditions.

ARTICLE VII. PREVAILING WAGES. The Project is a public work, the Work
shall be performed as a public work and pursuant to the provisions of Section 1770 et seq.
of the Labor Code of the State of California, which are hereby incorporated by reference
and made a part hereof, the Director of Industrial Relations has determined the general
prevailing rate of per diem wages and the general prevailing rate for holiday and overtime
work in the locality in which the Work is to be performed, for each craft, classification or
type of worker needed to execute this Contract. Per diem wages shall be deemed to include
employer payments for health and welfare, pension, vacation, apprenticeship or other
training programs, and similar purposes. Copies of the rates are on file at the Owner's
principal office. The rate of prevailing wage for any craft, classification or type of
workmanship to be employed on this Project is the rate established by the applicable
collective bargaining agreement which rate so provided is hereby adopted by reference and
shall be effective for the life of this Agreement or until the Director of the Department of
Industrial Relations determines that another rate be adopted. It shall be mandatory upon
the Contractor and on any subcontractor to pay not less than the said specified rates to all
workers employed in the execution of this Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the
Owner shall forfeit not more than Two Hundred Dollars (\$200.00) for each calendar day
or portion thereof for each worker paid less than the stipulated prevailing rates for such
work or craft in which such worker is employed. The difference between such stipulated
prevailing wage rates and the amount paid to each worker for each calendar day or portion
thereof for which each worker was paid less than the stipulated prevailing wage rate shall
be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate
record for Work on this Contract and Project showing the names, addresses, social security
numbers, work classification, straight time and overtime hours worked and occupations of
all laborers, workers and mechanics employed by them in connection with the performance
of this Contract or any subcontract thereunder, and showing also the actual per diem wage
paid to each of such workers, which records shall be open at all reasonable hours to
inspection by the Owner, its officers and agents and to the representatives of the Division
of Labor Standards Enforcement of the State Department of Industrial Relations. The
Contractor and each subcontractor shall furnish a certified copy of all payroll records
directly to the Labor Commissioner 30 [insert time period less than monthly if desired]

or delete blank space].

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. For all projects over Twenty-five Thousand Dollars (\$25,000), a contractor or subcontractor shall not be qualified to submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§ 1720 et seq.) of the Labor Code. For all projects over Twenty-five Thousand Dollars (\$25,000), a contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§ 1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

ARTICLE VIII. WORKING HOURS. In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Standards Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

ARTICLE IX. APPRENTICES. The Contractor agrees to comply with Chapter 1, Part 7, Division 2, Sections 1777.5 and 1777.6 of the California Labor Code, which are hereby incorporated and made a part hereof. These sections require that contractors and subcontractors employ apprentices in apprenticeable occupations in a ratio of not less than one hour of apprentice's work for each five hours of work performed by a journeyman (unless an exemption is granted in accordance with Section 1777.5) and that contractors and subcontractors shall not discriminate among otherwise qualified employees as indentured apprentices on any public works solely on the ground of sex, race, religious creed, national origin, ancestry or color. Only apprentices as defined in Labor Code Section 3077, who are in training under apprenticeship standards and who have signed written apprentice agreements, will be employed on public works in apprenticeable occupations. The responsibility for compliance with these provisions is fixed with the Contractor for all apprenticeable occupations.

ARTICLE X. DSA OVERSIGHT PROCESS. The Contractor must comply with the applicable requirements of the Division of State Architect ("DSA") Construction Oversight Process ("DSA Oversight Process"), including but not limited to (a) notifying the Owner's Inspector of Record/Project Inspector ("IOR") upon commencement and completion of each aspect of the Work as required under DSA Form 156; (b) coordinating the Work with the IOR's inspection duties and requirements; (c) submitting verified reports under DSA Form 6-C; and (d) coordinating with the Owner, Owner's Architect, any Construction Manager, any laboratories, and the IOR to meet the DSA Oversight Process requirements without delay or added costs to the Work or Project.

Contractor shall be responsible for any additional DSA fees related to review of proposed changes to the DSA-approved construction documents, to the extent the proposed changes were caused by Contractor's wrongful act or omissions. If inspected Work is found to be in non-compliance with the DSA-approved construction documents or the DSA-approved testing and inspection program, then it must be removed and corrected. Any construction that covers unapproved or uninspected Work is subject to removal and correction, at Contractor's expense, in order to permit inspection and approval of the covered work in accordance with the DSA Oversight Process.

ARTICLE XI. INDEMNIFICATION AND INSURANCE. The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$ 2,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$5,000,000.00 per accident for bodily injury and property damage combined single limit.

ARTICLE XII. ENTIRE AGREEMENT. The Contract constitutes the entire agreement between the parties relating to the Work and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

ARTICLE XIII. EXECUTION OF OTHER DOCUMENTS. The parties to

this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

ARTICLE XIV. EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

ARTICLE XV. BINDING EFFECT. Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

ARTICLE XVI. SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM. If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Santa Cruz, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

ARTICLE XVII. AMENDMENTS. The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, including change orders, signed by the parties and approved or ratified by the Governing Board.

ARTICLE XVIII. ASSIGNMENT OF CONTRACT. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

ARTICLE XIX. WRITTEN NOTICE. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

Best Contracting Services, Inc.

(CONTRACTOR)

SANTA CRUZ CITY SCHOOLS



Moji Tabazadeh, President

SIGNED BY (Contractor)

Sean Tabazadeh, CEO/Secretary

456263

CALIFORNIA CONTRACTOR'S
LICENSE NO.

May 31, 2022

LICENSE EXPIRATION DATE

19027 S. HAmilton Ave.

Gardena, CA 90248

ADDRESS

(Title)

NOTE:

Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president, or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished. * Evidence of Authority Attached To Bid Form *

BID FORM

SANTA CRUZ CITY SCHOOLS

Dear Board Members:

The undersigned doing business under the firm name of:

Best Contracting Services, Inc.

hereby propose and agree to enter into a Contract, with Santa Cruz City Schools ("Owner"), to furnish any and all labor, materials, applicable taxes, equipment and services for the completion of Work as described hereinafter and in the Contract Documents:

**Harbor High School Gym Building Reroof
Project 2022-11**

at Harbor High School at 300 La Fonda Ave.
Santa Cruz, California 95060

Three Hundred Eleven Thousand
for the amount of Five Hundred Thirty Three Dollars (\$ 311,533.00).
This amount includes all allowances and contingency funds identified in the Agreement form or other documents in the bid package.

[If bid alternate items are not being used, N/A the following:]

In addition to the above base bid, the undersigned bidder proposes and agrees to perform the Contract with the following alternate scope(s) of work for the listed price adjustment(s):

ALTERNATE NO. 1: N/A *[insert description of the additive or deductive alternative work]* for the sum of N/A Dollars (\$ N/A).

ALTERNATE NO. 2: N/A *[insert description of the additive or deductive alternative work]* for the sum of N/A Dollars (\$ N/A).

The low bid shall be determined as described in the Notice to Bidders.

11.1.6.1 COURSE-OF-CONSTRUCTION INSURANCE REQUIREMENTS

Contractor, during the progress of the Work and until final acceptance of the Work by Owner upon Completion of the entire Contract, shall maintain Builder's Risk/Course-of-Construction insurance satisfactory to the Owner, issued on a completed value basis on all insurable Work included under the Contract Documents. This insurance shall insure against all risks, including but not limited to the following perils: vandalism, theft, malicious mischief, fire, sprinkler leakage, civil authority, sonic boom, explosion, collapse, flood, earthquake (for projects not solely funded through revenue bonds, limited to earthquakes equivalent to or under 3.5 on the Richter Scale in magnitude), wind, hail, lightning, smoke, riot or civil commotion, debris removal (including demolition) and reasonable compensation for the Architect's services and expenses required as a result of such insured loss. This insurance shall provide coverage in an amount not less than the full cost to repair, replace or reconstruct the Work. Such insurance shall include the Owner, and any other person or entity with an insurable interest in the Work as an additional named insured.

The Contractor shall submit to the Owner for its approval all items deemed to be uninsurable under the Builder's Risk/Course-of Construction insurance. The risk of the damage to the Work due to the perils covered by the Builder's Risk/Course-of-Construction insurance, as well as any other hazard which might result in damage to the Work, is that of the Contractor and the surety, and no claims for such loss or damage shall be recognized by the Owner, nor will such loss or damage excuse the Complete and satisfactory performance of the Contract by the Contractor.

If written notice of the Award of Contract is mailed, faxed, or delivered to the undersigned at any time before this bid is withdrawn, the undersigned shall, within ten (10) days after the date of such mailing, faxing, or delivering of such notice, execute and deliver an agreement in the form of agreement present in these Contract Documents and give Performance and Payment Bonds in accordance with the specifications and bid as accepted.

The undersigned hereby designates as the office to which such Notice of Award of Contract may be mailed, faxed, or delivered:

Best Contracting Services, Inc.

19027 S. Hamilton Ave. Gardena, CA 90248

Our Public Liability and Property Damage Insurance is placed with:
Zurich American Insurance Company

Our Workers' Compensation Insurance is placed with:
Zurich American Insurance Company

Circular letters, bulletins, addenda, etc., bound with the specifications or issued during the time of bidding are included in the bid, and, in Completing the Contract, they are to become a part thereof.

The receipt of the following addenda to the specifications is acknowledged:

Addendum No. 1 Date 5/02/2022 Addendum No. Date
Addendum No. Date Addendum No. Date

This bid may be withdrawn at any time prior to the scheduled time for the opening of bids or any authorized postponement thereof.

A bidder shall not submit a bid unless the bidder's California contractor's license number appears clearly on the bid, the license expiration date and class are stated, and the bid contains a statement that the representations made therein are made under penalty of perjury. Any bid submitted by a contractor who is not licensed pursuant to Business and Professions Code section 7028.15 shall be considered nonresponsive and shall be rejected.

Forms included and to be submitted with the bid include;

Agreement
Bid Form
Designation of Subcontractors
Drug Free
Finger Printing
Non Collusion
Payment Bond - Provided Upon Award of Contract
Performance Bond - Provided Upon Award of Contract
Roof Certification
Workers Comp

Any bid not containing the above information may be considered nonresponsive and may be rejected.

NOTE: Each bid must give the full business address of the bidder and be signed by bidder with bidder's usual signature. Bids by partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Bids by corporations must be signed with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

{SR237489}3

The undersigned declares under penalty of perjury under the laws of the State of California that the representations made in this bid are true and correct.

Print or Type Name: Moji Tabazadeh

Title: President

Name of Company as Licensed in California: Best Contracting Services, Inc.

Business Address: 19027 S. Hamilton Ave.
Gardena, CA 90248

Telephone Number: (310) 328-6969

California Contractor License No.: 456263

Class and Expiration Date: A, B, C17, C39, C43 / EXP: 5/31/2022

DIR Registration No.: 1000000563

State of Incorporation, if Applicable: CALIFORNIA

(X) Evidence of authority to bind corporation is attached.

Dated: May 03, 2022

Signed: 
Moji Tabazadeh, President

Signed: 
Sean Tabazadeh, CEO/Secretary



March 30, 2007

To Whom It May Concern:

This communication is to notify you that effective March 23, 2007 our company name, Best Roofing & Waterproofing, Inc. has been changed to Best Contracting Services, Inc.

Kindly update your records accordingly

Moji Tabazadeh,
President

19027 S. Hamilton Avenue, Gardena, CA 90248
Tel: (310) 328-6969 Fax: (310) 328-9176
www.bestcontracting.com info@bestcontracting.com
An Equal Opportunity Employer
Contractor's License #456263





State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 23 2007

DEBRA BOWEN
Secretary of State

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

MAR 19 2007

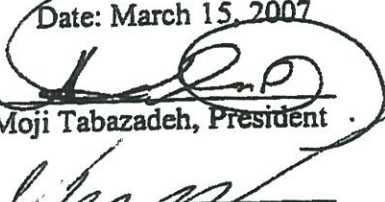
CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION OF
BEST ROOFING & WATERPROOFING, INC.

The undersigned certify that:

1. They are the President and Secretary, respectively, of Best Roofing & Waterproofing, Inc., a California corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows: The name of this corporation is Best Contracting Services, Inc.
3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the shareholders in accordance with Section 902, California Corporation Code. The total number of outstanding shares of the corporation is 100. The number of shares voting in favor of amendment equaled or exceeded the vote required. The percentage vote required was more than 50%.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: March 15, 2007


Moji Tabazadeh, President


Sean Tabazadeh, Secretary



10522840

ENDORSED-FILED
In the office of the Secretary of State
of the State of California

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION OF
TABA DEVELOPMENT CO., INC.

MAR 26 1999

BILL JONES, Secretary of State

Mojitaba Tabazadeh and Sean Tabazadeh certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Taba Development Co., Inc., a California corporation.

2. The Board of Directors of Taba Development Co., Inc. has approved the following amendment to Article I of the Articles of Incorporation of said corporation:

"I

The name of this corporation is Best Roofing & Waterproofing, Inc."

3. The amendment has been approved by the required vote of the shareholders in accordance with Sections 902 and 903 of the California Corporations Code. The corporation has only one outstanding class of shares. Each outstanding share is entitled to only one vote. The corporation has 100 shares outstanding, and, hence, the total number of shares entitled to vote with respect to the amendment was 100. All 100 shares were voted in favor of the Amendment.


Mojitaba Tabazadeh, Chief Executive Officer


Sean Tabazadeh, Secretary

Each of the undersigned declares under penalty of perjury that the matters set forth in the foregoing certificate are true and correct of her own personal knowledge, and that this declaration was executed on March 25, 1999.


Mojitaba Tabazadeh


Sean Tabazadeh



**BEST CONTRACTING SERVICES, INC.
JOINT MINUTES OF BOARD OF DIRECTORS
AND SHAREHOLDERS MEETINGS**

Date: December 31, 2018
Place: 19027 S. Hamilton Ave., Gardena, California
Nature of Meeting: Annual
Meeting called by: President
Notice: Was waived
Directors present: Modjtaba Tabazadeh, Sean Tabazadeh, Fatemeh Tabazadeh
Directors absent:
Shareholder present: Sean Tabazadeh (individually and on behalf of LLC)
Shareholders absent: None
Others present: None

1. Call to Order

The joint meeting of directors and shareholders was called to order at 1:30 p.m. by Modjtaba Tabazadeh, the President of the Corporation who announced that a quorum was present. The President further announced that this meeting was held pursuant to written waiver of notice and consent to the holding of this meeting. The waiver and consent was presented to this meeting and, on a motion duly made, seconded and unanimously carried, was made a part of the records and ordered inserted in the corporation's Minute Book immediately preceding the records of this meeting.

2. Approval of Prior Minutes

The Minutes of the last meeting of directors and shareholders were then read and approved.

3. Adoption of Resolution

The following resolution was considered by the Board and adopted by majority vote of the directors present:

WHEREAS, the President stated that we need to add another authorized signatory to the Bank of the West bank accounts.

NOW, THEREFORE, BE IT RESOLVED, that the following person(s) are now authorized signers on the Bank of the West bank accounts:

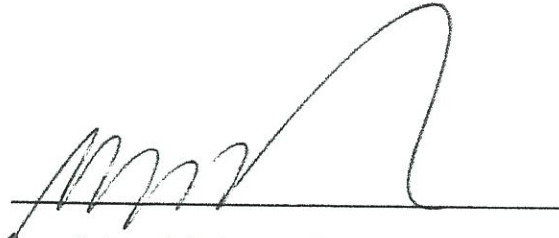
Kayhan Fatemi - -Executive Vice President

Voting for: Modjtaba Tabazadeh, Sean Tabazadeh, Fatameh Tabazadeh
Voting against: None
Abstaining: None

4. Adjournment

There being no further business to come before the meeting, upon motion duly made, the meeting was adjourned at 1:45 p.m.

Date: December 31, 2018



Sean Tabazadeh, Secretary



The Hanover Insurance Company | 440 Lincoln Street, Worcester, MA 01653
Citizens Insurance Company of America | 645 West Grand River Avenue, Howell, MI 48843
Massachusetts Bay Insurance Company | 440 Lincoln Street, Worcester, MA 01653

Bid Bond

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, Best Contracting Services, Inc.

hereinafter called Principal, and THE HANOVER INSURANCE COMPANY, a corporation established under the laws of the State of New Hampshire, and/or MASSACHUSETTS BAY INSURANCE COMPANY, a corporation established under the laws of the State of New Hampshire and having their principal office in Worcester, Massachusetts, as Surety, hereinafter called Surety, are held and firmly bound unto Santa Cruz City Schools

_____ as Obligee,
in the penal sum of 10% of Amount Bid _____ Dollars
for the payment of which, well and truly to be made, we hereby jointly and severally bind ourselves, our heirs, executors administrators, successors and assigns.

The condition of the above obligation is such that whereas the Principal has submitted to the Santa Cruz City Schools

a certain Bid, attached hereto and hereby made a part hereof, to enter into a contract in writing for Harbor HS
Gym Reroof, Project #2022-11, Replace Roofing

NOW, THEREFORE,

- (a) If said Bid shall be rejected, or in the alternate
- (b) If said Bid shall be accepted and the Principal shall execute and deliver a contract in the Form of Contract attached hereto (properly completed in accordance with said Bid) and shall furnish a bond for his faithful performance of said contract, and for the payment of all persons performing labor or furnishing materials in connection therewith, and shall in all other respects perform the agreement created by the acceptance of said Bid,

Then this obligation shall be void, otherwise the same shall remain in force and effect; it being expressly understood and agreed that the liability of the Surety for any and all claims hereunder shall, in no event, exceed the penal amount of this obligation as herein stated.

The Surety, for value received, hereby stipulates and agrees that the obligations of said Surety and its bond shall be in no way impaired or affected by an extension of the time within which the Owner may accept such Bid; and Surety does hereby waive notice of any such extension.

SIGNED, SEALED AND DATED this 27th day of April, 2022.

Best Contracting Services, Inc.

(Principal)

BY Sean Tabazadeh (Seal)

☐ MASSACHUSETTS BAY INSURANCE COMPANY Sean Tabazadeh,
CEO/Secretary

BY _____ (Seal)

(Attorney-in-fact)

☒ THE HANOVER INSURANCE COMPANY

BY Patrick T. Moughan (Seal)

(Attorney-in-fact)

Patrick T. Moughan

THE HANOVER INSURANCE COMPANY
MASSACHUSETTS BAY INSURANCE COMPANY
CITIZENS INSURANCE COMPANY OF AMERICA

POWER OF ATTORNEY

THIS Power of Attorney limits the acts of those named herein, and they have no authority to bind the Company except in the manner and to the extent herein stated.

KNOW ALL PERSONS BY THESE PRESENTS:

That THE HANOVER INSURANCE COMPANY and MASSACHUSETTS BAY INSURANCE COMPANY, both being corporations organized and existing under the laws of the State of New Hampshire, and CITIZENS INSURANCE COMPANY OF AMERICA, a corporation organized and existing under the laws of the State of Michigan, (hereinafter individually and collectively the "Company") does hereby constitute and appoint,

Patrick T. Moughan, Mark D. Kiger, Alec D. Martinez, and/or Jing Guo Mason

Of **Global Risk, LLC of Los Angeles, CA** each individually, if there be more than one named, as its true and lawful attorney(s)-in-fact to sign, execute, seal, acknowledge and deliver for, and on its behalf, and as its act and deed any place within the United States, any and all surety bonds, recognizances, undertakings, or other surety obligations. The execution of such surety bonds, recognizances, undertakings or surety obligations, in pursuance of these presents, shall be as binding upon the Company as if they had been duly signed by the president and attested by the secretary of the Company, in their own proper persons. Provided however, that this power of attorney limits the acts of those named herein; and they have no authority to bind the Company except in the manner stated and to the extent of any limitation stated below:

Any such obligations in the United States, not to exceed Fifty Million and No/100 (\$50,000,000) in any single instance

That this power is made and executed pursuant to the authority of the following Resolutions passed by the Board of Directors of said Company, and said Resolutions remain in full force and effect:

RESOLVED: That the President or any Vice President, in conjunction with any Vice President, be and they hereby are authorized and empowered to appoint Attorneys-in-fact of the Company, in its name and as it acts, to execute and acknowledge for and on its behalf as surety, any and all bonds, recognizances, contracts of indemnity, waivers of citation and all other writings obligatory in the nature thereof, with power to attach thereto the seal of the Company. Any such writings so executed by such Attorneys-in-fact shall be binding upon the Company as if they had been duly executed and acknowledged by the regularly elected officers of the Company in their own proper persons.

RESOLVED: That any and all Powers of Attorney and Certified Copies of such Powers of Attorney and certification in respect thereto, granted and executed by the President or Vice President in conjunction with any Vice President of the Company, shall be binding on the Company to the same extent as if all signatures therein were manually affixed, even though one or more of any such signatures thereon may be facsimile. (Adopted October 7, 1981 – The Hanover Insurance Company; Adopted April 14, 1982 – Massachusetts Bay Insurance Company; Adopted September 7, 2001 – Citizens Insurance Company of America)

IN WITNESS WHEREOF, THE HANOVER INSURANCE COMPANY, MASSACHUSETTS BAY INSURANCE COMPANY and CITIZENS INSURANCE COMPANY OF AMERICA have caused these presents to be sealed with their respective corporate seals, duly attested by two Vice Presidents, this 29th day of March, 2017.

The Hanover Insurance Company
Massachusetts Bay Insurance Company
Citizens Insurance Company of America

John C. Roche

John C. Roche, EVP and President



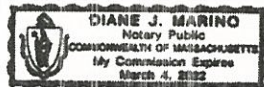
The Hanover Insurance Company
Massachusetts Bay Insurance Company
Citizens Insurance Company of America

James H. Kawiecki

James H. Kawiecki, Vice President

THE COMMONWEALTH OF MASSACHUSETTS)
COUNTY OF WORCESTER) ss.

On this 29th day of March, 2017 before me came the above named Vice Presidents of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, to me personally known to be the individuals and officers described herein, and acknowledged that the seals affixed to the preceding instrument are the corporate seals of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, respectively, and that the said corporate seals and their signatures as officers were duly affixed and subscribed to said instrument by the authority and direction of said Corporations.



Diane J. Marino
Diane J. Marino, Notary Public
My Commission Expires March 4, 2022

I, the undersigned Vice President of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, hereby certify that the above and foregoing is a full, true and correct copy of the Original Power of Attorney issued by said Companies, and do hereby further certify that the said Powers of Attorney are still in force and effect.

GIVEN under my hand and the seals of said Companies, at Worcester, Massachusetts, this 27th day of April, 2022.

CERTIFIED COPY

Theodore G. Martinez
Theodore G. Martinez, Vice President

CALIFORNIA ALL- PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California }

County of Los Angeles }

On 4/27/22 before me, Zipporah D. Kiger, Notary Public,
(Here insert name and title of the officer)

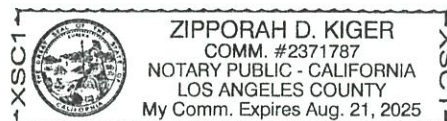
personally appeared Patrick T. Moughan,
who proved to me on the basis of satisfactory evidence to be the person(s) whose
name(s) (s) are subscribed to the within instrument and acknowledged to me that
he/she/they executed the same in his/her/their authorized capacity(ies), and that by
his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of
which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that
the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Notary Public Signature

(Notary Public Seal)



ADDITIONAL OPTIONAL INFORMATION

DESCRIPTION OF THE ATTACHED DOCUMENT

(Title or description of attached document)

(Title or description of attached document continued)

Number of Pages _____ Document Date _____

CAPACITY CLAIMED BY THE SIGNER

- ☐ Individual (s)
☐ Corporate Officer

(Title)

- ☐ Partner(s)
☒ Attorney-in-Fact
☐ Trustee(s)
☐ Other _____

INSTRUCTIONS FOR COMPLETING THIS FORM

This form complies with current California statutes regarding notary wording and, if needed, should be completed and attached to the document. Acknowledgments from other states may be completed for documents being sent to that state so long as the wording does not require the California notary to violate California notary law.

- State and County information must be the State and County where the document signer(s) personally appeared before the notary public for acknowledgment.
- Date of notarization must be the date that the signer(s) personally appeared which must also be the same date the acknowledgment is completed.
- The notary public must print his or her name as it appears within his or her commission followed by a comma and then your title (notary public).
- Print the name(s) of document signer(s) who personally appear at the time of notarization.
- Indicate the correct singular or plural forms by crossing off incorrect forms (i.e. ~~he~~/she/~~they~~ is /are) or circling the correct forms. Failure to correctly indicate this information may lead to rejection of document recording.
- The notary seal impression must be clear and photographically reproducible. Impression must not cover text or lines. If seal impression smudges, re-seal if a sufficient area permits, otherwise complete a different acknowledgment form.
- Signature of the notary public must match the signature on file with the office of the county clerk.
 - ❖ Additional information is not required but could help to ensure this acknowledgment is not misused or attached to a different document.
 - ❖ Indicate title or type of attached document, number of pages and date.
 - ❖ Indicate the capacity claimed by the signer. If the claimed capacity is a corporate officer, indicate the title (i.e. CEO, CFO, Secretary).
- Securely attach this document to the signed document with a staple.

DESIGNATION OF SUBCONTRACTORS

Each bidder shall set forth below the name and the location of the place of business of each subcontractor and the California contractor license number and DIR registration number of each subcontractor who will perform work or labor or render service to the Contractor in or about the construction of the Work or improvement, or to a subcontractor licensed by the State of California who, under subcontract to the Contractor, specially fabricates and installs a portion of the Work or improvement according to detailed drawings contained in the plans and specifications, in an amount in excess of one-half of 1 percent (0.5%) of the bidder's total bid, and the portion of the Work which will be done by each subcontractor. An inadvertent error in listing a California contractor's license number shall not be grounds for filing a bid protest or for considering the bid nonresponsive if the bidder submits the corrected contractor's license number to the Owner within 24 hours after the bid opening, or any continuation thereof, so long as the corrected contractor's license number corresponds to the submitted name and location for that subcontractor.

If the Contractor fails to specify a subcontractor for any portion of the Work to be performed under the Contract in excess of one-half of 1 percent (0.5%) of the Contractor's total bid, the Contractor shall be deemed to have agreed to perform such portion itself, and shall not be permitted to subcontract that portion of the Work except under the conditions hereinafter set forth.

Subletting or subcontracting of any portion of the Work as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, and then only after a finding reduced to writing as a public record of the legislative body of the Owner.

For any bid proposal submitted, and for any contract for public work entered into, an inadvertent error in listing a subcontractor who is not registered under Labor Code section 1725.5 shall not be grounds for filing a bid protest or grounds for considering the bid nonresponsive, provided that either: the subcontractor is registered prior to the bid opening; or the subcontractor is registered and has paid the penalty registration fee specified in Labor Code section 1725.5(a)(2)(E), if applicable, within 24 hours after the bid opening; or the subcontractor is replaced by another registered subcontractor under Public Contract Code section 4107. Failure of a listed subcontractor to be registered shall be grounds under Public Contract Code section 4107 for the Contractor, with the Owner's consent, to substitute a registered subcontractor for the unregistered subcontractor.

Failure to provide this information in a legible manner may result in the rejection of an otherwise acceptable bid.

NOTE: *Reproduce page two of this section for additional listings needed beyond the length of this form.*

DRUG-FREE WORKPLACE CERTIFICATION

This Drug-Free Workplace Certification is required pursuant to Government Code Sections 8350 *et seq.*, the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or services from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract awarded by a State agency may be subject to suspension of payments or termination of the contract, or both, and the contractor may be subject to debarment from future contracting if the state agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;
- (b) Establishing a drug-free awareness program to inform employees about all of the following:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The person's or organization's policy of maintaining a drug-free workplace;
 - (3) The availability of drug counseling, rehabilitation and employee-assistance programs;
 - (4) The penalties that may be imposed upon employees for drug abuse Violations;
- (c) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

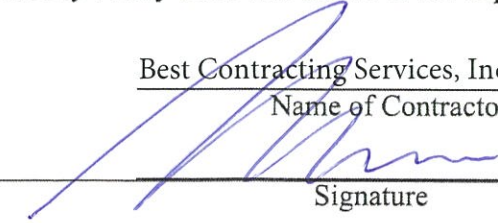
I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substance at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by Section 8355(a) and requiring that the employee agree to abide by the terms of that statement.

I also understand that if the Owner determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract or grant awarded herein is subject to suspension of payments, termination, or both. I further understand that should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350 *et seq.*

I acknowledge that I am aware of the provisions of Government Code Section 8350 *et seq.* and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

Best Contracting Services, Inc.

Name of Contractor


Signature

Sean Tabazadeh, CEO/Secretary

Print Name

May 03, 2022

Date

FINGERPRINTING NOTICE AND ACKNOWLEDGMENT

(Education Code Section 45125.2(a))

Note: This document must be executed and submitted with the bid.

Business entities entering into contracts with the Owner for the construction, reconstruction, rehabilitation or repair of a facility must comply with Education Code sections 45125.1 and 45125.2. Such entities are responsible for ensuring full compliance with the law and should therefore review all applicable statutes and regulations. The following information is provided simply to assist such entities with compliance with the law.

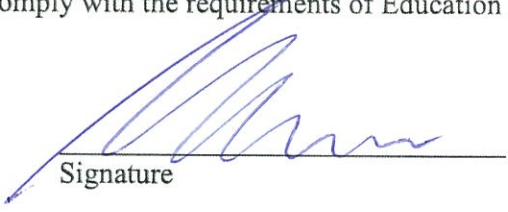
1. If the Owner determines your employee(s) will have more than limited contact with students, then you must take one or more of the following steps:
 - a. Install a physical barrier at the worksite to limit contact with pupils.
 - b. Have an employee, who the Department of Justice has ascertained has not been convicted of a violent or serious felony, continually monitor and supervise employees. The entity shall verify in the Independent Contractor Student Contact Form to the Owner that the employee charged with monitoring and supervising its employees has no such convictions. (See attached.)
 - c. Arrange, with Owner's approval, for surveillance by Owner's personnel.

If one or more of these steps is taken, you are not required to comply with Education Code section 45125.1.

2. If you are providing the services in an emergency or exceptional situation, you are not required to comply with Education Code section 45125.2. An "emergency or exceptional" situation is one in which pupil health or safety is endangered or when repairs are needed to make a facility safe and habitable. Owner shall determine whether an emergency or exceptional situation exists.

I have read the foregoing and agree to comply with the requirements of Education Code §§ 45125.1 and 45125.2 as applicable.

Dated: May 03, 2022


Signature

Name: Sean Tabazadeh

Title: CEO/Secretary

ATTACHMENT

Under Education Code section 45125.1, no employee of a contractor or subcontractor who has been convicted of or has criminal proceedings pending for a violent or serious felony may come into contact with any student. A violent felony is any felony listed in subdivision (c) of Section 667.5 of the Penal Code. Those felonies are presently defined as:

- (1) Murder or voluntary manslaughter.
- (2) Mayhem.
- (3) Rape as defined in paragraph (2) or (6) of subdivision (a) of Section 261 or paragraph (1) or (4) of subdivision (a) of Section 262.
- (4) Sodomy as defined in subdivision (c) or (d) of Section 286.
- (5) Oral copulation as defined in subdivision (c) or (d) of Section 288a.
- (6) Lewd or lascivious act as defined in subdivision (a) or (b) of Section 288.
- (7) Any felony punishable by death or imprisonment in the state prison for life.
- (8) Any felony in which the defendant inflicts great bodily injury on any person other than an accomplice which has been charged and proved as provided for in Section 12022.7, 12022.8, or 12022.9 on or after July 1, 1977, or as specified prior to July 1, 1977, in Sections 213, 264, and 461, or any felony in which the defendant uses a firearm which use has been charged and proved as provided in subdivision (a) of Section 12022.3, or Section 12022.5 or 12022.55.
- (9) Any robbery.
- (10) Arson, in violation of subdivision (a) or (b) of Section 451.
- (11) Sexual penetration as defined in subdivision (a) or (j) of Section 289.
- (12) Attempted murder.
- (13) A violation of Section 18745, 18750, or 18755.
- (14) Kidnapping.
- (15) Assault with the intent to commit a specified felony, in violation of Section 220.
- (16) Continuous sexual abuse of a child, in violation of Section 288.5.

- (17) Carjacking, as defined in subdivision (a) of Section 215.
- (18) Rape, spousal rape, or sexual penetration, in concert, in violation of Section 264.1.
- (19) Extortion, as defined in Section 518, which would constitute a felony violation of Section 186.22 of the Penal Code.
- (20) Threats to victims or witnesses, as defined in Section 136.1, which would constitute a felony violation of Section 186.22 of the Penal Code.
- (21) Any burglary of the first degree, as defined in subdivision (a) of Section 460, wherein it is charged and proved that another person, other than an accomplice, was present in the residence during the commission of the burglary.
- (22) Any violation of Section 12022.53.
- (23) A violation of subdivision (b) or (c) of Section 11418.

A serious felony is any felony listed in subdivision (c) Section 1192.7 of the Penal Code. Those felonies are presently defined as:

- (1) Murder or voluntary manslaughter; (2) Mayhem; (3) Rape; (4) Sodomy by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (5) Oral copulation by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (6) Lewd or lascivious act on a child under the age of 14 years; (7) Any felony punishable by death or imprisonment in the state prison for life; (8) Any felony in which the defendant personally inflicts great bodily injury on any person, other than an accomplice, or any felony in which the defendant personally uses a firearm; (9) Attempted murder; (10) Assault with intent to commit rape, or robbery; (11) Assault with a deadly weapon or instrument on a peace officer; (12) Assault by a life prisoner on a non-inmate; (13) Assault with a deadly weapon by an inmate; (14) Arson; (15) Exploding a destructive device or any explosive with intent to injure; (16) Exploding a destructive device or any explosive causing bodily injury, great bodily injury, or mayhem; (17) Exploding a destructive device or any explosive with intent to murder; (18) Any burglary of the first degree; (19) Robbery or bank robbery; (20) Kidnapping; (21) Holding of a hostage by a person confined in a state prison; (22) Attempt to commit a felony punishable by death or imprisonment in the state prison for life; (23) Any felony in which the defendant personally used a dangerous or deadly weapon; (24) Selling, furnishing, administering, giving, or offering to sell, furnish, administer, or give to a minor any heroin, cocaine, phencyclidine (PCP), or any

methamphetamine-related drug, as described in paragraph (2) of subdivision (d) of Section 11055 of the Health and Safety Code, or any of the precursors of methamphetamines, as described in subparagraph (A) of paragraph (1) of subdivision (f) of Section 11055 or subdivision (a) of Section 11100 of the Health and Safety Code; (25) Any violation of subdivision (a) of Section 289 where the act is accomplished against the victim's will by force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person; (26) Grand theft involving a firearm; (27) carjacking; (28) any felony offense, which would also constitute a felony violation of Section 186.22; (29) assault with the intent to commit mayhem, rape, sodomy, or oral copulation, in violation of Section 220; (30) throwing acid or flammable substances, in violation of Section 244; (31) assault with a deadly weapon, firearm, machine gun, assault weapon, or semiautomatic firearm or assault on a peace officer or firefighter, in violation of Section 245; (32) assault with a deadly weapon against a public transit employee, custodial officer, or school employee, in violation of Sections 245.2, 245.3, or 245.5; (33) discharge of a firearm at an inhabited dwelling, vehicle, or aircraft, in violation of Section 246; (34) commission of rape or sexual penetration in concert with another person, in violation of Section 264.1; (35) continuous sexual abuse of a child, in violation of Section 288.5; (36) shooting from a vehicle, in violation of subdivision (c) or (d) of Section 26100; (37) intimidation of victims or witnesses, in violation of Section 136.1; (38) criminal threats, in violation of Section 422; (39) any attempt to commit a crime listed in this subdivision other than an assault; (40) any violation of Section 12022.53; (41) a violation of subdivision (b) or (c) of Section 11418; and (42) any conspiracy to commit an offense described in this subdivision.

INDEPENDENT CONTRACTOR STUDENT CONTACT FORM

Note: This document must be executed and submitted with the executed Agreement between Owner and Contractor.

Contractor Name:	<u>Best Contracting Services, Inc.</u>
Supervisor/Foreman Name:	<u>Wesley Fleming/Maria Alimagno</u>
Start Date:	<u>06/15/2022</u>
Completion Date:	<u>03/12/2023</u>
Location of Work:	<u>Harbor HS Gym-300 La Fonda Ave. Santa Cruz, CA</u>
Hours of Work:	<u>6am-5pm</u>
Length of Time on Grounds:	<u>60 Days</u>
Number of Employees on the Job:	<u>8-10</u>

Yes No

☒ ☐ Employees will have more than limited contact with students as determined by Owner, or if by Contractor, please explain:

We will follow guidelines that the owner puts in place.

If yes, the following steps will be taken to ensure student safety (check):

- ☒ A physical barrier will be installed at the worksite to limit contact with pupils.
- ☐ Employees will be continually monitored and supervised by an employee who has not been convicted of a violent or serious felony.

Name of Supervising Employee:

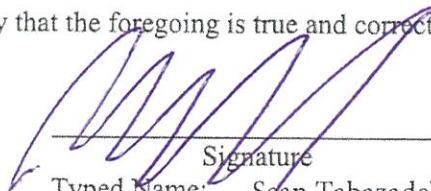
Date of Department of Justice verification that supervising employee has not been convicted of a violent or serious felony:

Name of employee who is the custodian of the Department of Justice verification information:

- ☐ Owner agrees: Employees will be surveilled by Owner's personnel.

I declare under penalty of perjury that the foregoing is true and correct to the best of my knowledge.

Dated: May 03, 2022


Signature
Typed Name: Sean Tabazadeh
Title: CEO/Secretary

NONCOLLUSION DECLARATION
TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

Owner: Santa Cruz City Schools
Contract: Harbor High Gym Reroof. Project #2022-11

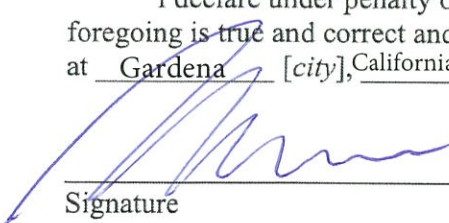
The undersigned declares:

I am the CEO/Secretary of Best Contracting Services, Inc., the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on May 02, 2022, at Gardena [city], California [state].



Signature

*** SEE ATTACHED NOTARY ***

Sean Tabazadeh, CEO/Secretary

Print Name

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT**CIVIL CODE § 1189**

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

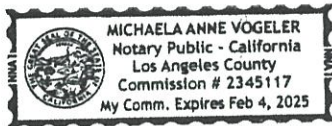
State of California)

County of Los Angeles)On 5/2/2022 before me, Michaela Anne Vogeler, Notary Public,
*Here Insert Name and Title of the Officer*personally appeared Sean Tabazadeh*Name(s) of Signer(s)*

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature Michaela Anne Vogeler
*Signature of Notary Public**Place Notary Seal Above***OPTIONAL**

Though this section is optional, completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached DocumentTitle or Type of Document: Non Col DecDocument Date: 5/2/2022 Number of Pages: 1

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)Signer's Name: Sean Tabazadeh☒ Corporate Officer — Title(s): CEO☐ Partner — ☐ Limited ☐ General☐ Individual ☐ Attorney in Fact☐ Trustee ☐ Guardian or Conservator☐ Other: _____

Signer Is Representing: _____

Signer's Name: _____

☐ Corporate Officer — Title(s): _____☐ Partner — ☐ Limited ☐ General☐ Individual ☐ Attorney in Fact☐ Trustee ☐ Guardian or Conservator☐ Other: _____

Signer Is Representing: _____

*** PROVIDED UPON AWARD OF CONTRACT ***

PAYMENT BOND
(Labor and Material)

KNOW ALL MEN BY THESE PRESENTS:

That WHEREAS, Santa Cruz City Schools (the "Owner" of the public works project described below) and _____, hereinafter designated as the "Principal," have entered into a Contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to construct:

The Harbor High Gym Roof Contract, at Harbor High School, which consists of Removal of both existing roofing systems and re-roofing the Gym Building Harbor High Project 2022-11

Which said agreement dated _____, _____, and all of the Contract Documents are hereby referred to and made a part hereof;

and

WHEREAS, the Principal is required, before entering upon the performance of the work, to file a good and sufficient bond with the body by whom the Contract is awarded to secure the claims arising under said agreement.

NOW, THEREFORE, THESE PRESENTS WITNESSETH:

That the said Principal and the undersigned _____ ("Surety") are held and firmly bound unto all laborers, material men, and other persons, and bound for all amounts due, referred to in Civil Code section 9554, subdivision (b), in the sum of _____ Dollars (\$ _____) which sum well and truly be made, we bind ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, by these presents.

The condition of this obligation is that if the said Principal or any of its subcontractors, or the heirs, executors, administrators, successors, or assigns of any, all, or either of them, shall fail to pay any of the persons named in Civil Code section 9100, or any of the amounts due, as specified in Civil Code section 9554, subdivision (b), that said Surety will pay the same in an amount not exceeding the amount hereinabove set forth, and also in case suit is brought upon this bond, will pay costs and reasonable attorney's fees to be awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons, companies, and corporations entitled to file claims so as to give a right of action to them or their assigns in any suit brought upon this bond.

*** PROVIDED UPON AWARD OF CONTRACT ***

Should the condition of this bond be fully performed, then this obligation shall become null and void, otherwise it shall be and remain in full force and effect.

And the said Surety, for value received, thereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of said contract or the specifications accompanying the same shall in any manner affect its obligations on this bond, and it does hereby waive notice of any such change, extension, alteration, or addition.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety this _____ day of _____, _____.

(To be signed by _____)
(Principal and Surety, _____)
(and acknowledged and _____)
(Notarial Seal attached _____)

Principal

Surety

By: _____
Attorney-in-Fact

The above bond is accepted and approved this _____ day of _____.

Contact email; _____

*** PROVIDED UPON AWARD OF CONTRACT ***

PERFORMANCE BOND

Bond Number: _____

KNOW ALL MEN BY THESE PRESENTS that we, _____, as Principal, and _____, as Surety, are held and firmly bound unto the Santa Cruz City Schools, in the County of Santa Cruz, State of California, hereinafter called the "Owner," in the sum of _____ Dollars (\$ _____) for the payment of which sum well and truly made, we bind ourselves, our heirs, executors, administrators, and successors, jointly and severally, to the Owner for the full performance of a certain contract with the Owner, the terms of which are incorporated herein by reference, dated _____, 2022, for construction of

the Removal of both existing roofing systems and re-roofing the Gym Building Harbor High. (the "Contract"). 2022-11

The condition of this obligation is such that, if the Principal shall well and truly perform and fulfill all the undertakings, covenants, terms, conditions, and agreements of said Contract during the original term of said Contract and any extensions thereof that may be granted by the Owner, with or without notice to the Surety, and for the period of time specified in the Contract after completion for correction of faulty or improper materials and workmanship and during the life of any guaranty or warranty required under the Contract, and shall also well and truly perform and fulfill all the undertakings, covenants, terms, conditions and agreement of any and all duly authorized modifications of said Contract that may hereafter be made, then this obligation is to be void, otherwise to remain in full force and virtue.

And the said Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or to the Work to be performed thereunder or the specifications accompanying the same, shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of the Contract, or to the Work, or to the specifications.

No further agreement between Surety and Owner shall be required as a prerequisite to the Surety performing its obligations under this bond. In the event that the Surety elects to complete the Work of the Contract after termination of the Contract by Owner, the Surety may not hire Principal, or any of Principal's owners, employees, or subcontractors, to perform the Work without the written consent of Owner, and the Owner may grant or withhold such consent within its sole discretion.

*** PROVIDED UPON AWARD OF CONTRACT ***

IN WITNESS WHEREOF, the above-bounden parties have executed this instrument under their several seals this _____ day of _____, 20____, hereto affixed and these presents duly signed by its undersigned representative, pursuant to authority of its governing body.

(To be signed by _____)
(Principal and Surety, _____)
(and acknowledged and _____)
(Notarial Seal attached _____)

(Affix Corporate Seal)

(Individual Principal)

(Business Address)

(Affix Corporate Seal)

(Corporate Principal)

(Business Address)

(Affix Corporate Seal)

(Corporate Surety)

(Business Address)

By: _____

The rate of premium on this bond is _____ per thousand.

The total amount of premium charged is _____.

The above must be filled in by Corporate Surety.

ROOF PROJECT CERTIFICATION

(Public Contract Code §3006(a) and (b))
To Be Executed by Bidder and Submitted With Bid

Sean Tabazadeh,
I, CEO/Secretary [name], Best Contracting Services, Inc. [name of employer], certify that I have not offered, given, or agreed to give, received, accepted, or agreed to accept, any gift, contribution, or any financial incentive whatsoever to or from any person in connection with the roof project contract. As used in this certification, "person" means any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals. Furthermore, I, Sean Tabazadeh, CEO/Secretary [name], Best Contracting Services, Inc. [name of employer], certify that I do not have, and throughout the duration of the contract, I will not have, any financial relationship in connection with the performance of this contract with any architect, engineer, roofing, consultant, materials manufacturer, distributor, or vendor that is not disclosed below.

I, N/A [name], N/A [name of employer], have the following financial relationships, with an architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor, or other person in connection with the following roof project contract:

N/A

[name and address of building, contract date and number]

N/A

[name and address of building, contract date and number]

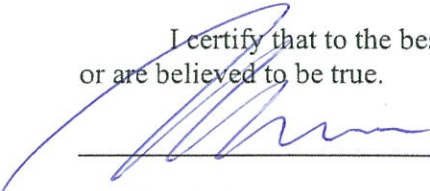
N/A

[name and address of building, contract date and number]

N/A

[name and address of building, contract date and number]

I certify that to the best of my knowledge, the contents of this disclosure are true, or are believed to be true.

 Signature

May 03, 2022 Date

Sean Tabazadeh, CEO/Secretary Print Name

Best Contracting Services, Inc. Print Name of Employer

WORKERS' COMPENSATION CERTIFICATE

Labor Code Section 3700, in relevant part, provides:

"Every employer except the state shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure either as an individual employer or as one employer in a group of employers. Said certificate may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employees, ... "

I am aware of the provisions of the Labor Code Section 3700 which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract. I shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Best Contracting Services, Inc.

Name of Contractor



Signature

Sean Tabazadeh, CEO/Secretary

Print Name

May 03, 2022

Date

(In accordance with Article 5 (commencing at Section 1860], Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under the contract.)

State of California Back to DIR>> (<https://www.dir.ca.gov/>)

Department of Industrial Relations

Contractor Information

Legal Entity Name	BEST CONTRACTING SERVICES, INC.
Corporation	
Active	
1000000563	
07/01/19	
06/30/22	
19027 S. HAMILTON AVENUE GARDENA 90248 CA United States of America	
19027 S. HAMILTON AVENUE GARDENA 90248 CA United States of America	
jomanalo@bestcontracting.com	
License Number (s)	
CSLB:456263	

Legal Entity Information

Corporation Entity Number:	C1158028
Federal Employment Identification Number:	953781209
President Name:	MODJTABA TABAZADEH
Vice President Name:	
Treasurer Name:	
Secretary Name:	
CEO Name:	SEAN TABAZADEH
Agency for Service:	
Agent of Service Name:	MODJTABA TABAZADEH
Agent of Service Mailing Address:	19027 S. HAMILTON AVENUE GARDENA 90248 CA Ur

Worker's Compensation

Do you lease employees through Professional Employer Organization (PEO)?:	No	
Please provide your current worker's compensation insurance information below:		
PEO	PEO	PEO
PEO InformationName	Phone	Email
Insured by Carrier		
Policy Holder Name:	BEST CONTRACTING SER	
Insurance Carrier:	AMERICAN ZURICH INSU	
Policy Number:	WC9805198-05	
Inception date:	12/01/18	
Expiration Date:	12/01/19	

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Who we are

Jobs at DIR

<https://www.dir.ca.gov/aboutdir.htm>
<https://www.dir.ca.gov/dirjobs/dirjobs.htm>



State of California

Department of Industrial Relations

Contractor Information

Legal Entity Name

B&M TEAR OFF INC

Legal Entity Type

Corporation

Status

Active

Registration Number

1000009312

Registration effective date

07/01/19

Registration expiration date

06/30/22

Mailing Address

PMB 280 2420 SAN CREEK RD BRENTWOOD 94513 C...

Physical Address

5346 ELM LANE OAKLEY 94561 CA United States of A...

Email Address

bmtear@bmttearoff.com

Trade Name/DBA

B&M TEAR OFF INC

License Number (s)

CSLB:769864

[Back to DIR>> \(https://www.dir.ca.gov/\)](https://www.dir.ca.gov/)

Registration History

Effective Date	Expiration Date
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06/12/18	06/30/19
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05/23/17	06/30/18
----------	----------

06/07/16	06/30/17
----------	----------

06/30/15	06/30/16
----------	----------

02/11/15	06/30/15
----------	----------

07/01/19	06/30/22
----------	----------

Legal Entity Information

Corporation Entity Number:

C2400639

Federal Employment Identification Number:

271979079

President Name:

FELIPE BERNAL

Vice President Name:

Treasurer Name:

Secretary Name:

ELIZABETH BERNAL

CEO Name:

Agency for Service:

Agent of Service Name:

FELIPE BERNAL

Agent of Service Mailing Address:

PMB 280 2420 SAND CREEK RD BRENTWOOD 94513 CA

Worker's Compensation

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Bosco Proposal for DeLaveaga Elementary School Portable Classroom Floor Repairs

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Bosco Proposal for DeLaveaga Elementary School portable classroom floor repairs.

BACKGROUND:

This proposal consists of removal and replacement of 224 square feet of plywood flooring. This portable is used as an art classroom, and the floor by the sink has failed due to water damage requiring significant repair. The current floor will be replaced with sheet vinyl to avoid further damage.

FISCAL IMPACT:

\$10,833.00 Measure B Funds (Restricted), representing 0.07% of the overall site budget
\$14,188,861.00 is the total Bond Allocation to DeLaveaga Elementary 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



PAINTING, CONSTRUCTION AND FACILITY MAINTENANCE

ATTENTION: PAUL LIPSCOMB

PROJECT: PORTABLE FLOOR REPAIRS

CUSTOMER: SANTA CRUZ UNIFIED SCHOOL DISTRICT

ESTIMATE: M983

DATE: 05-07-22

Location: 1145 Morrissey Blvd, Santa Cruz, CA 95065

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 PROFESSIONALLY ACCORDING TO INDUSTRY STANDARDS.

NOT TO EXCEED DESCRIPTION:

- LIFT UP CARPET AND ROLLED BACK TO DO UNDERLAY REPAIRS.
- REMOVE AND REPLACE ROUGHLY 224 SQFT OF PLYWOOD (3/4" THICK 4'X8' SHEETS).
- SISTERIN THE JOIST AS NEEDED.
- REMOVE AND RELOCATE DIRT PILES MADE BY GOOFERS AND GROUNDHOGS.
- REINSTALL PREEXISTING CARPET.

NOT TO EXCEED TOTAL PRICE: \$10,833

INCLUSIONS:

-CARPENTER PREVAILING WAGE RATE FOR SANTA CRUZ COUNTY.

EXCLUSIONS:

- PERMIT OR INSPECTION FEES.
- UNFORESEEN WORK/WORK NOT LISTED ABOVE IN THE DESCRIPTION.
- ENGINEERING.
- CARPET REPLACEMENT AND COVEBASE REPAIRS.
- TACK BOARD REPLACEMENTS
- MAJOR FOUNDATION PROBLEMS

RESPONSIBILITIES OF CUSTOMER:

- PROVIDE ACCESS TO ALL AREAS THAT REQUIRE INSTALLATION.
- REMIT PAYMENT UPON RECEIVING THE INVOICE.
- MOVE ALL FURNITURE TO ONE SIDE.

MARCOS MORA

PROJECT MANAGER

BOSCO CONSTRUCTION SERVICES, INC.

CELL 408-396-3870

05-07-2022

SIGN: _____

DATE: _____

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

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Cyclone Fence & Iron Inc. Change Order #2 for Westlake Elementary School Site Fencing and Gates

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Ratify Cyclone Fence & Iron Inc. change order #2 for Westlake Elementary School site fencing and gates.

BACKGROUND:

This change order consists of additional scope of work and additional project days with extended time required. This is due to several factors including: finalizing an easement agreement with the neighboring church, continuing COVID protocols and delays due to material shortages. This project included widening the pedestrian gate from High Street from 4' to match the width of the sidewalk, the addition of two lock open posts and an infill panel by the trash dumpsters. The architect did not anticipate these needs in the original design. The previously approved contract amount was \$271,840.55 and the new total contract, including this change order, will be \$281,636.22.

FISCAL IMPACT:

Change Order #2 \$9,795.67, (3.60% 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

AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address)

WES Fencing
Westlake Elementary School
Santa Cruz, CA 95060

CONTRACT INFORMATION:

Contract For: General Construction
Date: June 22, 2020

CHANGE ORDER INFORMATION:

Change Order Number: 002
Date: 5/10/2022

OWNER: (Name and address)

Santa Cruz City Schools
133 Mission Suite 100
San Mateo, CA 95060

ARCHITECT: (Name and address)

Bartos Architecture, Inc.
300 8th Ave, Ste 202
San Mateo, CA 94401

CONTRACTOR: (Name and address)

Cyclone Fence & Iron Inc.
PO Box 1418
San Martin, CA 95046

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.)

COCP #6 Vehicle Gate revisions

ADD \$4,719.00

COCP #7 Relocate Post footing

ADD \$386.74

COCP #8 Fence Repairs and Additions

ADD \$4,689.73

The original Contract Sum was	\$	255,415.00
The net change by previously authorized Change Orders	\$	16,425.55
The Contract Sum prior to this Change Order was	\$	271,840.55
The Contract Sum will be increased by this Change Order in the amount of	\$	9,795.67
The new Contract Sum including this Change Order will be	\$	281,636.22

The Contract Time will be increased by Five Hundred Eighty Five (585) days.

The new date of Substantial Completion will be 3/28/2022

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.

Bartos Architecture Inc.

ARCHITECT (Firm name)

SIGNATURE

Mark Bartos Architect

PRINTED NAME AND TITLE

05/11/2022
DATE

Cyclone Fence & Iron Inc.

CONTRACTOR (Firm name)

SIGNATURE

PRINTED NAME AND TITLE

DATE

Santa Cruz City Schools

OWNER (Firm name)

SIGNATURE

PRINTED NAME AND TITLE

DATE

CFI Cyclone Fence Iron, Inc.

To: Neal Sellers - *Bartos Architecture* From: Teresa L. Pereira
Mr. Trevor Miller - *Santa Cruz City Schools* *Cyclone Fence and Iron, Inc.*
Ph 408.686.0315 / Fax 408.686.0310

Date 11.3.21 Re: Westlake Elementary School
1000 High Street, Santa Cruz CA
Vehicle Gate Entry Rework

Change Order Cost Proposal #6

Rework of Entry Vehicle Gate - Cut down gate and repair imbalance of letters	4.290.00	4,290.00
Subtotal COCP #6		<u>4,290.00</u>
0.1 % Mark Up		429.00
TOTAL COST OF COCP #6		4,719.00

Exclusions

Remain the same as noted in our contract and proposal

Acceptance Conditions

The above proposal upon acceptance of both parties within 24 hours becomes a contract for additional work between the two parties. Due to the instability of the current steel market this pricing is nullified upon the 15th day unless specifically negotiated otherwise in writing.

Accepted By; _____	Date _____	<i>Teresa L. Pereira</i>	11.3.21
Printed Name: _____		Provided by; Teresa L. Pereira	Date
SCCS/Bartos		Cyclone Fence & Iron, Inc.	

PO Box 1418, San Martin, California 95046

Phone: 408.686.0315 Fax: 408.686.0310

305/843

CFI Cyclone Fence Iron, Inc.

To: Neal Sellers - *Bartos Architecture* From: Teresa L. Pereira
Mr. Trevor Miller - *Santa Cruz City Schools* *Cyclone Fence and Iron, Inc.*
ph: 686.0315 / Fax: 686.0310

Date 10.6.21 Re: Westlake Elementary School
1000 High Street, Santa Cruz CA
ASI-04

Change Order Cost Proposal #7

			<u>Per Unit</u>	<u>Ext. Cost</u>	<u>Subtotals</u>
Encountered Storm Drain and Sanitary Sewer. Relocate Vehicle Gate approximately 4' towards entrance but remaining outside of sensor loops of Traffic Light					
1	hrs	Backfill excavated hole protecting line discovered	76.04	76.04	
0.5	cy	Concrete for backfilling	399.00	199.50	
1	hrs	Excavating new footing for new location of gate	76.04	76.04	
 Subtotal COCP #5					
0.1	%	Mark Up	351.58	35.16	
TOTAL COST OF COCP #7					386.74

Exclusions

Remain the same as noted in our contract and proposal

Acceptance Conditions

The above proposal upon acceptance of both parties within 24 hours becomes a contract for additional work between the two parties. Due to the instability of the current steel market this pricing is nullified upon the 15th day unless specifically negotiated otherwise in writing.

Accepted By; _____	Date _____	<i>Teresa L. Pereira</i> _____	10.6.21
Printed Name: _____		Provided by; Teresa L. Pereira	Date
SCCS/Bartos		Cyclone Fence & Iron, Inc.	

CFI Cyclone Fence Iron, Inc.

To: Neal Sellers - *Bartos Architecture* From: Teresa L. Pereira
Mr. Trevor Miller - *Santa Cruz City Schools* *Cyclone Fence and Iron, Inc.*
ph: 686.0315 / Fax: 686.0310

Date 3.14.22 Re: Westlake Elementary School
1000 High Street, Santa Cruz CA

Change Order Cost Proposal #8

			<u>Per Unit</u>	<u>Ext. Cost</u>	<u>Subtotals</u>
Repair Panel Damaged by Vehicle					229.27
0.25	hr	Remove Panel to take to shop for repair	76.04	19.01	
2.25	hrs	Shop Repair and Paint	85.00	191.25	
0.25	hrs	Reinstall Repaired Panel	76.04	19.01	
Add Safety Posts to Large Gate and Widen Pedestrian Gate per Districts request and field layout					1,147.58
14	lf	2 each 4" OD Posts (Painted Caution Yellow)	16.93	237.02	
4.5	hrs	Shop Time to widen gate to accommodate new layout	85.00	382.50	
0.18	cy	Concrete	399.00	71.82	
6	hrs	2 Men 3 hours dig and set posts	76.04	456.24	
10' High 24" Cantilever Panel to close of existing gap at corner of building and wood post					2,886.54
1	hr	install cantilever panel in field	76.04	76.04	
1.5	hrs	fabricate cantilever panel	85.00	127.50	
1 Mobilization; to install widened gate, damaged panel and cantilever panel					2,683.00
1	ls	Per proposal dated 6/1/2020		2,683.00	
Subtotal COCP #8					<u>4,263.39</u>
0.1	%	Mark Up			426.34
TOTAL COST OF COCP #8					4,689.73

Exclusions

Remain the same as noted in our contract and proposal

Acceptance Conditions

The above proposal upon acceptance of both parties w hours becomes a contract for additional work between the two parties. Due to the instability of the current steel market this pricing is nullified June 28th at end of business day, unless specifically negotiated otherwise in writing.

Accepted By; _____	Date _____	<u>Teresa L Pereira</u> 3.14.22	_____
Printed Name: _____		Provided by; Teresa L. Pereira	Date _____
		Cyclone Fence & Iron, Inc.	

PO Box 1418, San Martin, California 95046

Phone: 408.686.0315 Fax: 408.686.0310

307/843

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: M3 Environmental Proposal for Gault Elementary School
Hazardous Materials Inspections

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve M3 Environmental proposal for Gault Elementary School hazardous materials inspections.

BACKGROUND:

This proposal consists of hazardous materials inspections for five portable classrooms at Gault Elementary School. As a requirement of the Department of Toxic Substances, the buildings must be tested and inspected prior to removal. The buildings are being removed to make room for the new two story modular classroom building.

FISCAL IMPACT:

\$6,750.00 Measure B Funds (Restricted), representing 0.07% of the overall site budget
\$9,226,851.00 is the total Bond Allocation to Gault Elementary 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



May 3, 2022

Mr. Trevor Miller
Director of Facilities
Santa Cruz City Schools
536 Palm Street
Santa Cruz, CA 95060
831.429.3904 (p)

Via email:
trevormiller@sccs.net

Subject: Confirming Proposal for Hazardous Materials Inspections for Five Portable Classrooms at Gault Elementary School Located at 1320 Seabright Avenue in Santa Cruz, California
Proposal No. 223350

Dear Mr. Miller:

M³ Environmental LLC (M³) is pleased to present this confirming proposal to provide hazardous materials inspections (primarily asbestos-containing material [ACM] and lead-containing paint [LCP]) for five portable classrooms at Gault Elementary School located at 1320 Seabright Avenue in Santa Cruz, California. This proposal is based on information provided to M³ by you onsite on April 6, 2022.

Project Understanding

M³ understands that five portable classrooms are to be demolished. The buildings were not vacant and therefore semi-destructive testing was performed. All accessible interior, exterior, and roofing materials will be tested in each building.

Scope of Work

This proposal presents the services needed to successfully complete this project based on the above understanding as follows:

- Conducted a walk-through inspection of the buildings to delineate the scope of work, and to sample suspect ACM and LCP.
- Analyzed collected samples in an American Hygiene Association-accredited laboratory using polarized light microscopy (PLM) for asbestos and flame atomic absorption (FAA) for lead.
- Conducted an inspection for other hazardous materials such as PCB light ballasts, fluorescent light tubes, and mercury switches.
- Prepared a written report for the site at the completion of the project that included field floor plans showing sample locations, laboratory documentation for all samples collected, and recommendations as appropriate.

Fees

All services described were provided for a fee of **\$6,750** (\$1,350 per building).

Although a reasonable effort will be made to identify suspect materials, this does not guarantee that all possible sources of hazardous materials will be identified as certain building materials may be inaccessible or hidden by walls, flooring, partitions, etc. During demolition or renovation operations, building materials may be uncovered that may be suspect. These materials should be sampled and identified before activities resume.

Thank you for the opportunity to submit our proposal to you. We look forward to working with you on this project. If you have any questions, please call me at 831.649.4623.

Sincerely,
M³ Environmental LLC

A handwritten signature in black ink, appearing to read "Gatward", with a large, sweeping flourish at the end.

Chris G. Gatward
Principal
California CAC No. 92-0216

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Sierra School Equipment Co. Proposal for Bay View Elementary School Student Desk Book Boxes

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Ratify Sierra School Equipment Co. proposal for Bay View Elementary School student desk book boxes.

BACKGROUND:

This proposal consists of the purchase and installation of 94 plastic book boxes on existing student desks for Bay View Elementary School. This furniture will meet any potential social distancing requirements outlined by the California Department of Public Health.

FISCAL IMPACT:

\$6,395.50 Measure B Funds (Restricted), representing 0.05% of the overall site budget
\$12,384,192.00 is the total Bond Allocation to Bay View Elementary 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



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	106318
Date	05/09/2022
Customer PO No	
Customer Name	Santa Cruz City Schools
Account Rep	Blake Barksdale
Project Number	
Terms	NET 30
Page	1 of 2

T Santa Cruz City Schools
O 133 Mission St. Suite 100
Santa Cruz, CA 95060

ATTN: Accounts Payable

S Bay View Elementary School - C44
H 1231 Bay St
I Santa Cruz, CA 95060
P

T
O ATTN: Trevor Miller
Phone: (831)429-3904
Email: trevormiller@sccs.net

Line	Quantity	Description	Unit Price	Extended Amount
1	94.00 Each	Alumni Classroom Furniture, Inc RM-PB Plastic Book Box Delivered to School Site (No Labor Included)	32.50	3,055.00
2	1.00 Each	Sierra School Equipment Company LABOR Labor to Attach Bookboxes to 94 desks	2,799.00	2,799.00

Order Sub-Total : \$5,854.00

9.2500%-SANTA CRUZ-95060-4708-SANTA CRUZ : \$541.50

TOTAL ORDER : \$6,395.50

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
Phone: 661-399-2993
Fax: 661-399-0218
Email: sales@ssecinc.com
www.ssecinc.com

Order Number	106318
Date	05/09/2022
Customer PO No	
Customer Name	Santa Cruz City Schools
Account Rep	Blake Barksdale
Project Number	
Terms	NET 30
Page	2 of 2

SIERRA SCHOOL EQUIPMENT COMPANY TERMS AND CONDITIONS

Purchase and Sale

1. 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.
2. 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.
3. 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.
4. 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.
5. Sales tax is included on the proposal and will be updated at time of delivery.

Delivery and Installation

1. 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.
2. 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.
3. Delivery times are predicated on factory scheduling. Times are subject to factory delays, transit time, strikes, etc.
4. 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

1. 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.
2. 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.
3. 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

1. 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.
2. 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

1. 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.
2. 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.
3. 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: English Learner Master Plan (First Reading)

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

Approximately 30% of the SCCS students are classified as Multilingual Learners. Multilingual Learners are students who are learning two languages. The English Learner Master Plan is designed to support students who have not yet reclassified as Fluent English Proficient. These students are termed English Learners by the state and are a specific subset of our Multilingual Learner student group.

The intent of the English Learner Master Plan is:

- To serve as a quick reference guide to help the community and staff find information on District practices to support English learners
- To codify our commitment to English Learners
- To provide the system and requirements for supporting English Learners in making adequate annual progress towards English proficiency.
- To outline the district's adherence to all federal and state legal requirements as they relate to serving English Learners who have not yet reclassified as proficient in English.

This plan was developed with input from teachers, district and site administrators, parents of Multilingual and English Learners, as well as from our Multilingual/English Learner students themselves. Multiple input meetings were held during March and April where stakeholders were asked to evaluate what they thought was working for English Learners in Santa Cruz City Schools, and what changes they felt should be made. This plan is also grounded in the most up to date information and research on educating Multilingual Learners.

Appendix B in the English Learner Master plan delineates specific actions and areas of focus to ensure that the Master Plan is implemented with fidelity. In the 2022-23 school year, central office staff, site leaders and staff will begin professional development and implement new site practices to better support Multilingual Learners. Professional development will focus on Designated and Integrated English Language Development in all classrooms.

FISCAL IMPACT:

Please see Local Control Accountability Plan for expenditures related to English Learners.

AGENDA ITEM: 8.5.1.1.

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.

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



English Learner Master Plan

June 1, 2022



Purpose

- Quick reference guide
- Codify our commitment to English Learners
- Explain the system and requirements for supporting English Learners
- Outline adherence to Federal and State requirements

Process

1. **Reflect and Organize** (*Fall 2021*)
2. **Engage in Inquiry**, Manage Project, and Launch Development (*Fall 2021*)
3. Conduct iterative **Writing and Feedback Sessions** (*February- May 2022*)
4. **Submit Plan** for Board Approval (*June 2022*)
5. **Implement Plan** (*2022-2023 school year and beyond*)





Contents

1. Identification, placement, and reclassification
2. Instructional Program
3. Family and Community Engagement
4. Monitoring, Evaluation and Accountability

Identification, Placement and Reclassification

What's new

Students 3rd-12th will complete the **Road to Reclassification activity** two times per year

- Clarity of expectations
- Goal setting

Refine the **intake process** to better support student placement

- Information for parents
- Information for students



Instructional programs

What's new

Professional development in **Designated and Integrated English Language Development**

- All teachers and administrators

Implement **course sequences** that ensure college preparatory (A-G) and Career Technical Education (CTE) access

- Counselors and administrators

Refine **Designated English Language Development model** at Elementary Sites

- All staff



Family and Community Engagement

What's new

Parent education on reclassification requirements and course pathways

- Community coordinators, administrators, English Language Development Teacher on Special Assignment

Regular classes for parents on **accessing school information**

- Community Coordinators, Curriculum Directors

MLL Parent Leadership team



Monitoring and Evaluation

What's new

Implement **MLL program evaluation** tool

- All staff

Refine **Language Review Team** practices

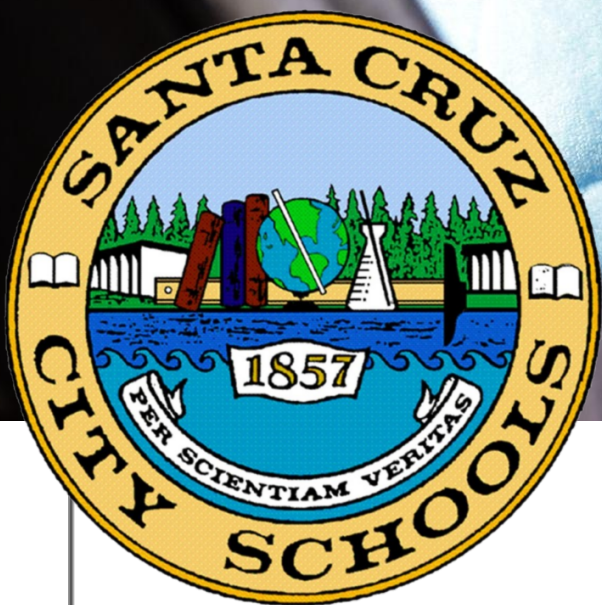
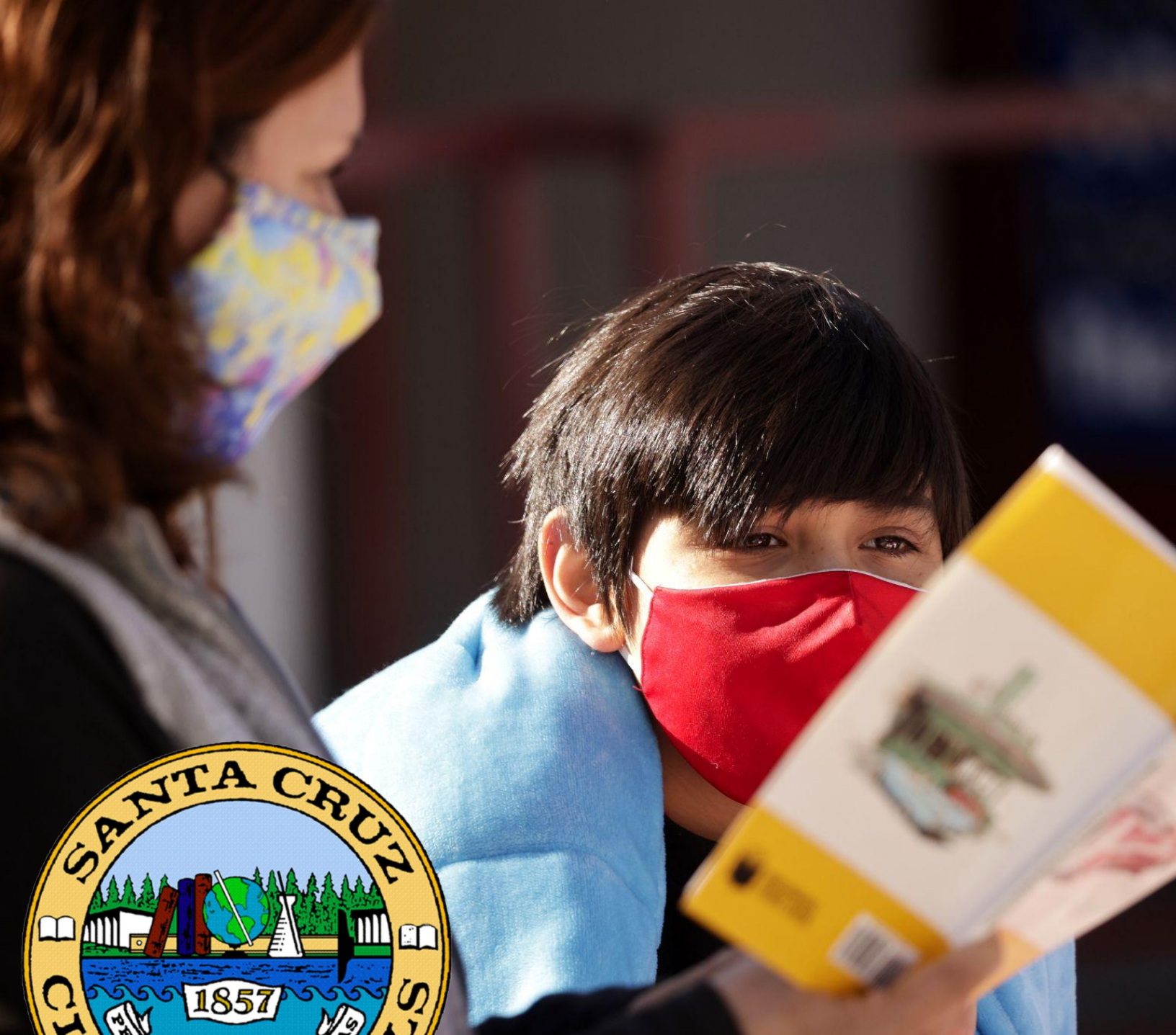
- Ensure inclusion of EL and RFEP students twice yearly

Monitor **academic achievement** in all content areas



Questions?





Santa Cruz City Schools

English Learner Master Plan

2022-2027



SCCS English Learner Master Plan (2022-2027)

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Introduction

Statement from Superintendent

It is my honor to serve a school district with a student body that is rich in its diversity. Our first district goal is to ensure all students are college and career ready. Readiness for college and career means mastering a rigorous course of study, building both skills and knowledge. For our English Language Learners, we expect mastery of that rigorous course of study in addition to mastering a new language.

Almost a third of our students come into our classrooms speaking a language other than English. Just like every other parent, our immigrant parents send their children to kindergarten with many assets, including their home language and cultures, and with dreams for their children's future. Our English Learner parents put their faith in our educational team to ensure their children's success.

In SCCS, we believe that all students can learn at high levels, no matter their language proficiency, and it is our commitment to engage every child, every day in that endeavor. Our dedicated teachers, classified staff, supportive community, and hard working parents make SCCS a community that can ensure every student succeeds.

The English Learner Master Plan sets the course for creating a system to meet our goals. The plan is designed to support our efforts by providing our team the training, curriculum, and resources needed to meet the varied needs of our diverse language learners, including students with strong educational backgrounds in their first language, refugees fleeing violence in their homelands, and unaccompanied minors with interrupted formal schooling.

The English Learner Master Plan represents our unwavering commitment to support every English Language Learner to develop the language skills, academic competencies, and habits of mind to achieve their dreams. We are on the cusp of new opportunities to dramatically improve the experience and outcomes of all English Language Learners. I am excited to partner with the community in this effort.

~ Kris Munro, Superintendent Santa Cruz City Schools



Rationale for the English Learner Master Plan

Multilingual Learners, or students who are developing proficiency in multiple languages, are an important part of Santa Cruz City Schools. Historically, the labels referring to students who speak a language other than English upon entering US schools have been deficit-based. For instance, “Limited English Proficient” is the federal designation, but it ignores students’ rich, native language backgrounds. “English Learner” is used by the state of California to refer to students entering California schools speaking a language other than English, and also comes from a deficit model. It focuses on what students are lacking and what they need; they need to learn English. The term Multilingual Learner is asset based, as the term recognizes that the students know more than one language. This asset-based language is supported by the California Department of Education English Learner Roadmap as well as the most recent publications on best practices for supporting Multilingual Learners.

Multilingual Learners are any students within our system who are learning two languages. The English Learner Master Plan is designed to support students who have not yet reclassified as English proficient. These students are termed English Learners (ELs) by the state and are a specific subset of our Multilingual Learner student group. The intent of the English Learner Master Plan is to 1) serve as a quick reference guide to help the community and staff find information on District practices to support MLLs, 2) codify our commitment to ELs and 3) provide the system and requirements for supporting ELs in making adequate annual progress.

This plan also outlines the district’s adherence to all federal and state legal requirements as they relate to serving Multilingual Learners who have not yet reclassified (ELs).

Mission and Vision for English Learners

Multilingual Learners who have not yet reclassified as English proficient (ELs) comprise 20% of Santa Cruz City Schools’ elementary student population and 8% of Santa Cruz City Schools’ secondary student population. While many of our ELs are thriving in our school system, district-wide data indicates ELs are consistently one of the lowest performing student groups on nearly all academic performance indicators. The EL Master Plan is the district action plan for addressing these inequities and ensuring we are meeting our EL students’ needs and ultimately improving the education of our Multilingual Learners. This plan builds upon our district vision, core values, and strategic goals to chart a course specific to the needs of our MLLs within our district’s mission: to create a learning environment that challenges and enables students to achieve their highest potentials. Santa Cruz City Schools, with our committed staff, supportive community, and engaged families, is well poised to join districts that are changing the narrative for ELs.

- We believe it is our responsibility to provide each child what she or he needs to reach her or his highest potential and to address the implicit bias in our schools.
- We believe English Learners, given the right support, can achieve at high levels and graduate college, career, and community ready.
- We believe students’ home language and culture are assets that we must leverage for their own learning and that of their community.
- We believe all educators in our system are responsible for our English Language Learners.



Multilingual Learners language group definitions

English Learners (EL): Students in transitional kindergarten through grade 12 with a primary language other than English, whose English proficiency upon enrolling in school dictates a need for support to access instruction in English and develop English proficiency.

Subcategories of ELs are:

- **Newcomer:** An EL who was not born in the U.S and has been in U.S. schools for 3 years or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years.
- **Long-term English Learner (LTEL):** A student who has been classified as an EL for more than 6 years.
- **EL at risk of becoming an LTEL:** An EL who has been enrolled in US schools more than 3 years but not more than 6 years, that is not demonstrating adequate progress.

Initially Fluent English proficient (IFEP): TK-12 students with a primary language other than English who demonstrate proficiency in English upon enrolling in school.

Reclassified Fluent English proficient (RFEP): TK-12 students who were initially identified as English learners upon enrolling in school, but have since achieved English proficiency.

(source: *Improving Education for Multilingual and English Learners Students*, CDE 2020)

Who are our Multilingual Learners?

Santa Cruz City School District is comprised of the Santa Cruz High School District and Santa Cruz Elementary District. Both districts are served by the same Board of Trustees. We have 5 elementary schools that serve TK-5, 2 middle schools that serve 6th -8th grade, 3 comprehensive high schools, 2 alternative high schools and a homeschool program.

MLLs comprise about 30% of our total student population. There are 22 languages other than English spoken in the district. Spanish is the most common and is spoken by 94% of our MLLs. The remaining languages are a variety of European and Asian languages.

Table 1 details the enrollment for MLLs at each of our district schools. There is a wide range in the number of MLLs at any given site, which requires sites to respond in different ways to meet the needs of their English Learners.



Table 1: School names and enrollment data 2021-22

Enrollment and English Language Acquisition Status by site	# of students	English Only (EO)		Initial Fluent English proficient (IFEP)		English Learner (EL)		RFEP		To be determined (TBD)	
2021-22				"n"	%	"n"	%	"n"	%	"n"	%
Bay View Elementary	328	216	65.9%	13	4.0%	82	25.0%	1	0.3%	1	0.3%
DeLaveaga Elementary	475	345	72.6%	27	5.7%	83	17.5%	9	1.9%	3	0.6%
Gault Elementary	303	142	46.9%	17	5.6%	116	38.3%	6	2.0%	0	0.0%
Monarch Community Elementary	121	107	88.4%	4	3.3%	14	11.6%	0	0.0%	0	0.0%
Westlake Elementary	485	421	86.8%	18	3.7%	31	6.4%	0	0.0%	0	0.0%
SCCS Elementary District	1,713	1232	71.9%	79	4.6%	375	21.9%	23	1.3%	4	0.2%
Branciforte Middle School	420	269	64.0%	11	2.6%	63	15.0%	77	18.3%	0	0.0%
Mission Hill Middle School	570	420	73.7%	20	3.5%	49	8.6%	81	14.2%	0	0.0%
Harbor High School	1,001	513	51.2%	27	2.7%	120	12.0%	341	34.1%	0	0.0%
Santa Cruz High School	1,088	814	74.8%	50	4.6%	48	4.4%	173	15.9%	3	0.3%
Soquel High School	1034	754	72.9%	18	1.7%	52	5.0%	208	20.1%	2	0.2%
Ark Independent Studies	76	60	78.9%	4	5.3%	2	2.6%	10	13.2%	0	0.0%
Costanoa High School	94	43	45.7%	2	2.1%	22	23.4%	27	28.7%	0	0.0%
Alternative Family Education	239	231	96.7%	4	1.7%	1	0.4%	3	1.3%	0	0.0%
SCCS High School District	4644	3208	69.1%	137	3.0%	358	7.7%	936	20.2%	5	0.1%
source DataQuest 5.2.22											

Process and Participants

This plan is based on input from teachers, district and site administrators, parents of Multilingual and English Learners, as well as from our Multilingual and English Learner students themselves. This plan is also grounded in the most up to date information and research on educating Multilingual and English Learners including:

- *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*, a California Department of Education publication, 2017
- *Improving the Education of Multilingual & English Learner Students: from Research to Practice*, a California Department of Education publication, 2020
- *The English Learner Master Plan Playbook*, from the University of Loyola Marymount University Center for Equity for English Learners, 2021



District Goals for Multilingual Learners and EL programs

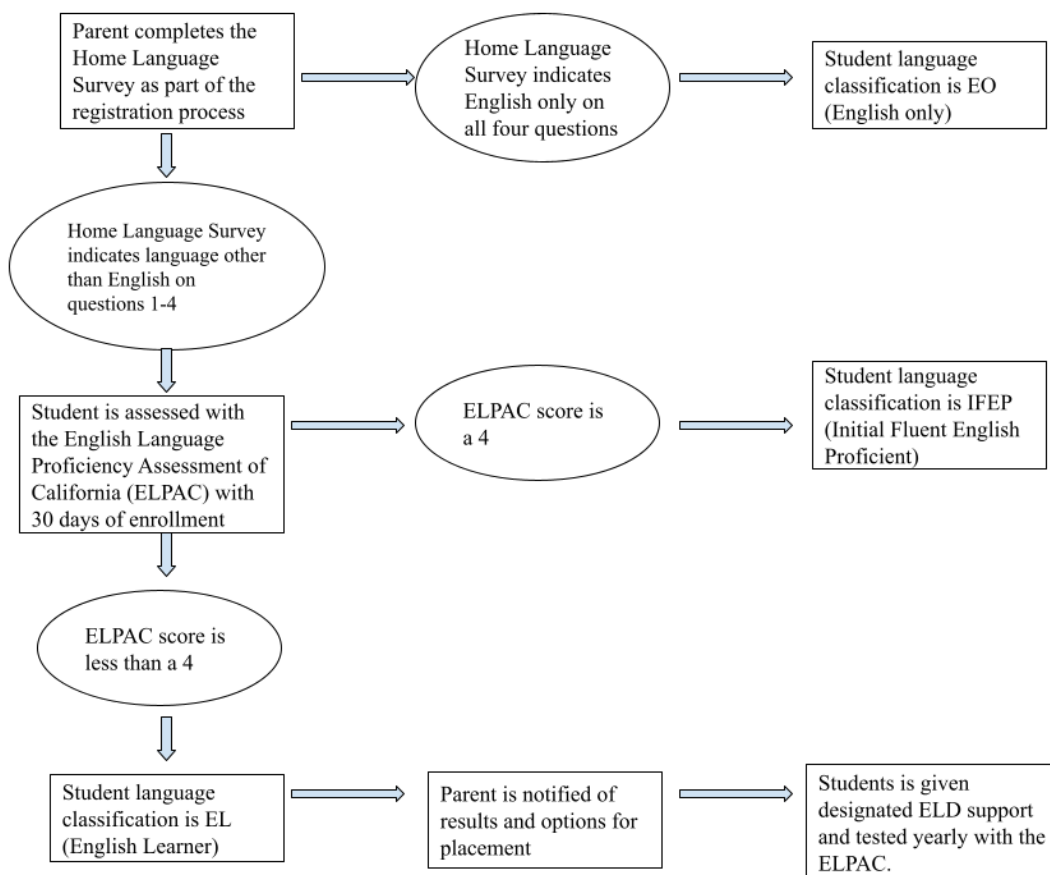
Goal Area	Goal
Goal #1: Implementation	EL programs are fully implemented as described in the EL Master Plan.
Goal #2 English Proficiency	MLLs will make steady progress in developing academic English and attain academic language proficiency as efficiently and effectively as possible, or in less than 7 years.
Goal #3 Academic progress	MLLs will make steady progress in core academic subjects. MLLs in our district seven years or longer will meet grade-level standards in core academic subjects.
Goal #4 Decrease Risk of Failure	Rates of ELs and RFEPs in categories indicating risk for school failure are no greater than those for English Only students.
Goal #5: Parent Engagement	Parents of ELs and RFEPs participate meaningfully in their children's education.



1: Multilingual Learner identification, program placement, and reclassification

Initial Identification

Students entering kindergarten or entering U.S. schools for the first time are given the California home language survey as part of their registration process. If any language other than English (LOTE) is indicated on the survey, the student is noted as To Be Determined (TBD) and must be assessed with the English Language Proficiency Assessment for California (ELPAC). Students who score a “4” or above on their initial assessment are designated as Initial Fluent English Proficient (IFEP). Students who score below a “4” are classified as an English Learner.



Students who enroll in the district but have already been classified as English Learners are identified by their cumulative record and their CALPADS record. Student transcripts and records are reviewed to determine students' most current ELPAC scores and previous ELD class placement, and students are placed appropriately based on that review. 2nd- 8th grade students are also given the iReady assessment in math and reading to help determine any additional support that may be needed.



Parental rights notification

Parents are given an annual notification of parent rights and program options. The annual letter can be found [here](#). In addition, parents of Long Term English Learners (LTELs) and students at risk of being LTELs (ARLTEL) must be notified of this status, and given information on what programs and assistance is available to help their student reach English proficiency. Parents are notified of their rights, the program options that are available to Multilingual Learners.

Parents are notified of the following rights:

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those provided by the District, please contact the Director of Elementary (Transitional Kindergarten - 5th grade) Curriculum and Assessment at (831) 429-3410 ext. 243 or Director of Secondary (grades 6-12) Curriculum and Assessment at (831) 429-3410 ext. 242 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Reclassification Criteria and Processes

The diagram below details the criteria for reclassification for Multilingual Learners in Santa Cruz City Schools. When school officials determine that a student may be eligible for reclassification, they call a Language Review Team (LRT) meeting to look at the student records. If the LRT determines that the student is eligible, paperwork is sent to the Curriculum and Assessment office for authorization. Then the parents are invited in for a meeting to determine agreement with reclassification. If all are in agreement, then the student will be reclassified as RFEP.



Reclassification Criteria

ELPAC Overall score = Must be a level 4			<i>Empirical</i>
↓ PLUS ALL OF: ↓			
ELA Grade Gr. K-5 = Met or exceeding Gr. 6-12 = C or better	ELPP Bridging Level (5 – 6)	District Writing Assessment (Elementary only) Score of 2.5 or better	<i>Teacher Evaluation</i>
↓ PLUS ONE OF: ↓			
Reading Assessment Gr. K- 2 = Most recent F&P at Grade Level Gr. 9 – 12 = MAP Percentile must be greater than or equal to 50%; or RIT of at least 225 Grades K-8 iReady scores greater or equal to: <ul style="list-style-type: none"> • TK/K: 362 • 1st Grade: 434 • 2nd Grade: 489 • 3rd Grade: 511 • 4th Grade: 557 • 5th Grade: 581 • 6th Grade: 598 • 7th Grade: 609 • 8th Grade: 620 		SBAC/CAASPP Score of <i>Met</i> (3) or Exceeds (4)	<i>Empirical</i>
↓ EQUALS ↓			
ELIGIBILITY FOR RECLASSIFICATION			

Exceptions to reclassification guidelines

All English Learners are evaluated for reclassification based on the agreed upon state and district reclassification criteria. However, in order to ensure that students are served on an individual basis addressing their particular educational plan, an exception to local reclassification criteria may be considered **for students who have been in U.S. schools 6 or more years**. The LRT must carefully follow the *Provision for Exception to Reclassification Guidelines*. Decisions for reclassification under the exception provisions will:

- Apply only to students who have been in U.S. schools for 6 or more years
- Be made on a student-by-student basis and be noted on the RFEP form, e.g. *Student Reclassified under Exception Provision*.
- Be supported by clear documentation, as specified in the [Provision for Exception to Reclassification Guidelines](#).
- Require involvement and agreement of the site administrator, Language Review Team, teachers, parents, and the Directors of Curriculum.



Reclassification of Special Education Students

The Office of Curriculum and Assessment and the Office of Special Education have collaborated to ensure that Special Education students are included in the reclassification process. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with or without modifications. The student's case manager is included as a reclassification team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine whether the student's failure to meet the criteria is primarily due to the student's disabling condition and not due to lack of proficiency in English. Prior to making this determination, a thorough review of the most recent Triennial Evaluation will be conducted. The IEP will provide evidence that the student's primary educational needs are other than the development of proficiency in English and this is documented in the student's IEP.

Progress Monitoring for students who are reclassified (RFEP)

Students who achieve reclassification status are monitored for 5 years to ensure that they are continuing to make high academic progress in all areas. At Language Review Team (LRT) meetings, teachers and administrators consider grade data, assessment data, CAASPP data to determine if students are making satisfactory progress and meeting growth targets. They also consider attendance and discipline referrals. If a student is not making progress, then interventions are planned and assigned at that time.

Documents related to Reclassification:

[Reclassification Protocol](#)

[Reclassification Form Grades K-5](#)

[Reclassification Form Grades 6-12](#)

[SPED Reclassification protocol](#)

[SPED Reclassification Addendum Form](#)

[Provision for Exception to reclassification guidelines](#)

[Elementary RFEP monitoring form](#)

[Secondary RFEP monitoring form](#)

[Language Review Team process and guidelines](#)



2: Instructional programs for Multilingual Learners

Elementary Programs

Designated and Integrated ELD in Elementary

The purpose of English Language Development (ELD) instruction is to target the specific needs of English Learners in language development. Teachers use the California ELD standards to identify language goals for students and are notified of their EL and RFEP students at the beginning of each year. ELD is accomplished through Designated and Integrated ELD in the classroom. There are three basic parts to ELD:

1. Developing proficiency and mastery of English
2. Providing language support for active, equal participation in learning and life in the classroom
3. Developing comprehension of the content standards and curriculum.

Designated ELD is protected time for specialized instruction for English learners with a focus on language development. All Elementary ELs must receive 20 minutes per day of Designated ELD instruction or 30 minutes four days per week. Schools may choose the method of scheduling this instruction that best fits their particular context, and should use district approved ELD materials in addition to supplementary curriculum. Designated ELD instruction should not exist in isolation but should build into and from content area instruction such as ELA or science.

Integrated ELD is planned using the ELD standards in tandem with the content standards to ensure that students develop the language necessary to support successful academic learning.

The strategies listed below can be used with Designated ELD and/or Integrated ELD:

- High Impact strategies from the District High Impact strategy toolkit.
- Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition (GLAD), and other strategies for making content instruction understandable.
- Scaffolding to provide high support and challenge to all students in the class.
- Partner and group work to foster content and language learning, as well as social competencies.
- Use of both core and supplemental curriculum.
- Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement.

The sections below describe the program options, staffing, and special support options for elementary EL students. There are two options for English Learners in Santa Cruz City Schools. The first is a Structured English Immersion program, where instruction is almost entirely in English and allows for full immersion in the English language. The second option is a Spanish/English Dual Language Immersion program.



Structured English Immersion Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD, with primary language support as necessary from the teacher or paraeducator. The goal is high academic achievement, immersion in English for rapid acquisition of English proficiency, and cross-cultural understanding

Program Components

- Daily Designated English Language Development (D-ELD) for ELs at the assessed stage of language acquisition.
- Differentiated instruction in reading writing, math, science and social science, delivered through Integrated ELD strategies, using state-approved, District-adopted, standards-based materials.

Staffing requirements

Credentials:

- Multiple subject credential
- CLAD/BCLAD or equivalent authorization

Primary language support provided by certified teacher or bilingual paraeducator

Special Support Options

- Primary language instruction/support
- Tutoring
- Specialized instruction by Response to Intervention (RtI) specialists
- Participation in interventions
- After school support programs
- Summer school
- Other appropriate services

Dual Language Immersion Program

A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to 5th grade at DeLaveaga Elementary School. The goal is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English. This program uses a 90/10 model, where students are taught 90% of the time in Spanish in Kinder and 1st grade, gradually increasing to 50/50 in 4th and 5th grade.



Program Components

- Separation of instruction in both languages
- Daily Designated English Language Development (D-ELD) for ELs at the assessed stage of language acquisition.
- Daily Spanish Language development for all EO students
- Full Spanish language arts component for all students, comparable to English language arts.
- English literacy component for all students, phased in over time.
- Differentiated instruction in reading writing, math, science and social science, delivered through Integrated ELD strategies, using state-approved, District-adopted, standards-based materials.

Staffing requirements

- Multiple subject credential
- BCLAD or equivalent authorization

Primary language support provided by certified teacher or paraeducator

Special Support Options

- Primary language instruction/support
- Tutoring
- Specialized instruction by Response to Intervention (RtI) specialists
- Participation in interventions
- After school support programs
- Summer school
- Other appropriate services

Newcomer Students

Students who have been in U.S. school fewer than three years receive additional newcomer support:

- Primary language support in the classroom from the teacher and/or a bilingual paraeducator.
- Instructional materials specially designed to promote understanding and initial vocabulary development, including online programs, realia, and visuals.
- Pull out groups specifically geared to newcomer students to accelerate functional and social English skills.



Secondary Programs

Designated and Integrated ELD in Secondary

The purpose of English Language Development (ELD) instruction is to target the specific needs of English Learners in language development. Teachers use the California ELD standards to identify language goals for students and are notified of their EL and RFEP students at the beginning of each year. ELD is accomplished through Designated and Integrated ELD in the classroom. There are three basic parts to ELD:

1. Developing proficiency and mastery of English
2. Providing language support for active, equal participation in learning and life in the classroom
3. Developing comprehension of the content and curriculum.

Integrated ELD is planned using the ELD standards in tandem with the content standards to ensure that students develop the language necessary to support successful academic learning.

The strategies listed below can be used Designated ELD and/or Integrated ELD:

- High Impact strategies from the District High Impact strategy toolkit
- Specially Designed academic Instruction in English (SDAIE) and Guided Language Acquisition (GLAD), and other strategies for making content instruction understandable
- Scaffolding to provide high support and challenge to all students in the class
- Partner and group work to foster content and language learning, as well as social competencies.
- Use of both core and supplemental curriculum
- Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement

Designated ELD is protected time for specialized instruction for English learners with a focus on language development. The following are descriptions of Designated ELD opportunities at middle and high school.



Middle School Programs

General Middle School Designated ELD Information:

- Middle School ELD students take a Designated ELD course in addition to their grade level English Language Arts or Core course (Core is a double block period of English Language Arts and History).
- Through the LRT process, students' progress is monitored, and when meeting all redesignation criteria, students are able to move from their designated ELD course to an elective.
- Students wishing to have an elective can choose to take a zero period PE class so they have scheduled space for Designated ELD and an elective.

Middle School English Learner Pathway

*Newcomer ELD	6th Grade Designated ELD	7th Grade Designated ELD	8th Grade Designated ELD
<ul style="list-style-type: none"> • 6th-8th Grade • ELPAC Level 1 • First or Second Year in US 	<ul style="list-style-type: none"> • 6th Grade • ELPAC Levels 2-4 	<ul style="list-style-type: none"> • 7th Grade • ELPAC Levels 2-4 	<ul style="list-style-type: none"> • 8th Grade • ELPAC Levels 2-4

*Note: Newcomer ELD as a separate section is offered when enrollment is sufficient. If not, then newcomer support is provided within the grade level ELD classes.

Sample Middle School EL Schedule

6th Grade	7th Grade	8th Grade
6th Grade ELD 6th Grade Core (English & Social Studies) Course 1 (Math) 6th Grade Science PE *Elective (e.g., band, woodshop, etc.)	7th Grade ELD 7th Grade English 7th Grade History Course 2 (Math) 7th Grade Science PE *Elective (e.g., band, woodshop, etc.)	8th Grade ELD 8th Grade English US History Course 3 (Math) 8th Grade Science PE *Elective (e.g., band, woodshop, etc.)

*Note: Electives are only available if the student takes zero period PE.

Middle School Designated ELD Course Descriptions

Newcomer ELD

- 6th-8th Grade
- ELPAC Level 1
- First or Second Year in US

The primary focus in Newcomer ELD is:

- 1) Newcomer ELD is aligned to *Part I: Interacting in Meaningful Ways*, *Part II: Learning about How English Works*, and *Part III: Using Foundation Literacy Skills* of the CA ELD standards at the Emerging Level.



- 2) Vocabulary development starting with learning the alphabet, and commonly used words and phrases related to specific topics and settings taught through a thematic approach. Common academic vocabulary is also taught and reinforced in each content area by content area teachers using Integrated ELD vocabulary instructional supports.
- 3) Communicating basic information and needs, as well as asking and answering questions using simple sentences or phrases both orally and in writing.
- 4) Reading sentences that build upon the vocabulary being studied.

A student new to the U.S. (Newcomer) goes through an intake process when they enter one of the district's schools. This process includes administration of the Initial ELPAC as well as taking the iReady Diagnostic Reading and Math assessments. Additionally, transcripts from the students' previous school of attendance are requested and reviewed. This information along with consulting with the students' parents helps to determine the correct placement and class schedule for the Newcomer student. If the student is at the emerging level on the initial ELPAC and has limited to no English language acquisition, the Newcomer is placed in the Newcomer ELD course. Students are expected to progress to ELPAC Level 2 and the appropriate grade-level ELD course after one year of enrollment. If the expected growth target is not met, student data will be carefully reviewed by the Language Review Teams to determine the most appropriate placement and plan to accelerate language development. This determination is made by the LRT. Emphasis is also placed on orienting students with the skills they need to function in American society and the U.S. school system. Additionally, a student's primary language is seen as an asset and is used to support their learning of English whenever possible. CPM math textbooks are available in Spanish and similarly, SEPUP, the middle school science curriculum, is available in Spanish in the online student portal. These are used with Newcomers to support student content area learning.

6th Grade Designated ELD

- 6th Grade
- ELPAC Levels 2-4

6th Grade Designated ELD is a year-long course that focuses on building students' English literacy skills in the area of reading, writing, speaking, and listening. The course is aligned to the California ELD Standards *Part I: Interacting in Meaningful Ways* and *Part II: Learning about How English Works*, at the Expanding and Bridging Levels. This course also uses grade level English Language Arts curriculum. An emphasis is placed on learning academic vocabulary, engaging in academic discussions, reading sentences, sections, and excerpts from core academic texts to develop a deeper understanding of the functions of language, and expanding writing to move from using basic sentences to more descriptive, complex sentences for a variety of purposes. Emphasis is also placed on orienting students to middle school and developing the academic soft skills needed to successfully navigate middle and high school.

7th Grade Designated ELD

- 7th Grade
- ELPAC Levels 2-4

7th Grade Designated ELD is a year-long course that focuses on building students' English literacy skills in the area of reading, writing, speaking, and listening. The course is aligned to the CA ELD Standards *Part I: Interacting in Meaningful Ways* and *Part II: Learning about How English Works*, at the Expanding and Bridging Levels. This course also uses grade level English Language Arts curriculum. An emphasis is placed on learning academic vocabulary, engaging in academic discussions, reading sentences, sections,



and excerpts from core academic texts to develop a deeper understanding of the functions of language, and expanding writing to move from using basic sentences to more descriptive, complex sentences for a variety of purposes. Emphasis continues to be placed on supporting students to develop the academic soft skills needed to successfully navigate middle and high school.

8th Grade Designated ELD

- 8th Grade
- ELPAC Levels 2-4

8th Grade Designated ELD is a year-long course that focuses on building students' English literacy skills in the area of reading, writing, speaking, and listening. The course is aligned to the CA ELD Standards *Part I: Interacting in Meaningful Ways* and *Part II: Learning about How English Works*, at the Expanding and Bridging Levels. This course also uses grade level English Language Arts curriculum. An emphasis is placed on learning academic vocabulary, engaging in academic discussions, reading sentences, sections, and excerpts from core academic texts to develop a deeper understanding of the functions of language, and expanding writing to move from using basic sentences to more descriptive, complex sentences for a variety of purposes. Emphasis is also placed on preparing students for high school and ELD teachers continue to support students in developing the academic soft skills needed to successfully navigate middle, high school, postsecondary and the workforce.

Spanish Language Arts Program

The middle school continuation of the learning that students bring with them from the elementary Two-Way Immersion program that provides language learning and academic instruction in Spanish with the goals of high academic achievement and cross-cultural understanding. This program begins in grade 6 and continues through 8th grade at Branciforte Middle School. The goal is acquisition and refinement of academic proficiency in Spanish, together with multicultural proficiency. Instruction is predominantly in Spanish.

Program Components

- Full Spanish language arts component for all students, comparable to English language arts.
- Cultural appreciation component and field trips

Staffing requirements

- Single subject credential in Spanish
- BCLAD or equivalent authorization

Primary language support provided by certified teacher or paraeducator

Special Support Options

- Primary language instruction/support
- Tutoring
- Specialized instruction by Response to Intervention (RtI) specialists
- Participation in interventions

Other appropriate services



High School Programs

General High School Designated ELD Information:

- Upon entering high school, all high students meet with their counselor to create a 4-year high school plan. All core academic SCCS high school courses are A-G California State University and University of California approved coursework, and students are automatically scheduled into an A-G trajectory. As part of this planning, counselors work with students and their families to determine the best schedule and course sequence. College and career planning is also part of this meeting.
- High School ELD courses count towards fulfilling the English graduation requirement. All English Learners are also required to take the grade level English course.
- Through the LRT process, students with qualifying ELPAC and CAASPP scores may be moved up a level at the semester.
- On the rare occasion a student does not make 1 years' growth, the Language Review Team can consider keeping a student in the same ELD course for an additional school year. If this is decided, a student will continue to earn credit for the ELD course even though they are repeating the course and repeated courses typically do not receive credit. If the student repeats the same ELD course, the student must receive a passing grade of a D- or higher in the class to continue to earn credit. Additionally, the LRT should consider if additional support is needed to ensure the student makes progress.
- Students who have not completed at least three years of high school in an English-speaking country who are applying to a 4-year college must take an assessment called TOEFL (Test of English as a Foreign Language). It is used to determine the English proficiency of students whose native language is not English. Students should talk to their counselor for more information.

High School English Learner Pathway

Newcomer ELD	ELD 1	ELD 2	ELD 3 or Transitional English Class	English 1 with Designated English Learner Shadow Class or *Grade Level English Class with Designated ELD Academic Support Class
<ul style="list-style-type: none"> • 9th-12th Grade • ELPAC Level 1 • First Year in US 	<ul style="list-style-type: none"> • 9th-12th Grade • ELPAC Level 1-2 • Second Year in US 	<ul style="list-style-type: none"> • 9th-12th Grade • ELPAC Level 2-3 • Third Year in US 	<ul style="list-style-type: none"> • 9th-12th Grade • ELPAC Level 3 • Fourth Year in US 	<ul style="list-style-type: none"> • 9th-12th Grade • ELPAC Level 3-4 • Fifth Year + in US • This class placement is determined by multiple measures of a student's English Learner



				proficiency
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*Note: Due to low numbers of English Learners at Soquel and SCHS the Grade Level English Class with Designated ELD Academic Support Class and/or Transitional English Class is the Designated English Learner course and support availability. Harbor is the Newcomer High School site and Newcomers should be highly encouraged to attend Harbor. Any High School student designated as an English Learner and in the Soquel or Santa Cruz High attendance areas, if needing more Designated English Language Development support can attend Harbor to receive these supports. The home school should facilitate the Intradistrict transfer and enrollment process for the family.

Sample Harbor High School EL 4 Year Pathway

9th Grade	10th Grade	11th Grade	12th Grade
ELD English 1 Health/Media Literacy Integrated 1 (Math) Physics PE 1 Elective (e.g., Spanish)	ELD English 2 Economics & Government Integrated 2 (Math) Chemistry PE 2 Elective (e.g., Spanish)	ELD IB English 3 History of the Americas 1 Integrated 3 (Math) Biology Visual/Performing Arts CTE Elective	ELD IB English 4 History of the Americas 2 Statistics (math) Academic Elective CTE Elective

Note: All high school courses with the exception of ELD & PE are A-G. ELD & PE are not part of the A-G requirements.

Sample Santa Cruz & Soquel High School EL 4 Year Pathway

9th Grade	10th Grade	11th Grade	12th Grade
ELD English 1 Health/semester course Integrated 1 (Math) Biology PE 1 Elective (e.g., Spanish)	ELD English 2 World History Integrated 2 (Math) Chemistry PE 2 Elective (e.g., Spanish)	ELD English 3 US History Integrated 3 (Math) Physics Visual/Performing Arts CTE Elective	ELD English 4 Economics & Government Statistics (math) Academic Elective CTE Elective

Note: All high school courses with the exception of ELD & PE are A-G. ELD & PE are not part of the A-G requirements.

High School Designated ELD Course Descriptions

Newcomer ELD 9th – 12th

- Meets A - G: No
- Credits: 10 credits per semester (due to double blocked periods), English
- Recommended Preparation: The student is in their first year in US schools and scores at beginning levels on the ELPAC.



The primary focus in Newcomer ELD is:

- 1) Newcomer ELD is aligned to *Part I: Interacting in Meaningful Ways*, *Part II: Learning about How English Works*, and *Part III: Using Foundation Literacy Skills* of the CA ELD standards at the Emerging Level.
- 2) Vocabulary development starting with learning the alphabet, and commonly used words and phrases related to specific topics and settings taught through a thematic approach. Common academic vocabulary is also taught and reinforced in each content area by content area teachers using Integrated ELD vocabulary instructional supports.
- 3) Communicating basic information and needs, as well as asking and answering questions using simple sentences or phrases both orally and in writing.
- 4) Reading sentences that build upon the vocabulary being studied.

A student new to the U.S. (Newcomer) goes through an intake process when they enter one of the district's schools. This process includes administration of the Initial ELPAC as well as taking the iReady Diagnostic Reading and Math assessments. Additionally, transcripts from the students' previous school of attendance are requested and reviewed. This information along with consulting with the students' parents helps to determine the correct placement and class schedule for the Newcomer student. If the student is at the emerging level on the initial ELPAC and has limited to no English language acquisition, the Newcomer is placed in the Newcomer ELD course. Students are expected to progress to ELPAC Level 2 and the appropriate grade-level ELD course after one year of enrollment. If the expected growth target is not met, student data will be carefully reviewed by the Language Review Teams to determine the most appropriate placement and plan to accelerate language development. This determination is made by the LRT.

Emphasis is also placed on orienting students with the skills they need to function in American society and the US school system. Additionally, a student's primary language is seen as an asset and is used to support their learning of English whenever possible.

ELD 1

9th - 12th

- Meets A- G: No
- Credits: 10 credits per year , English
- Recommended Preparation: Overall ELPAC Score 1-2

The course is aligned to the CA ELD Standards *Part I: Interacting in Meaningful Ways* and *Part II: Learning about How English Works*, at the Expanding and Bridging Levels. Emphasis continues to be on developing vocabulary and pronunciation, initiating simple dialogues and responding to questions that relate to everyday life and personal interests. Intensive instruction of sentence writing and grammar is also a focus with emphasis on present vs. past tense. Students begin to read short articles, stories, and other texts in English with the emphasis being on literal comprehension.

ELD 2

9th - 12th

- Meets A- G: No
- Credits: 10 credits per year, English



- Recommended Preparation: Overall ELPAC Score 1-3, completed ELD 1 (if at high school in the previous year)

Emphasis is on speaking, listening, reading, and writing skills geared toward assisting students with being successful in both academic and social settings. Students use more complex vocabulary and sentences to communicate and express ideas in a wider variety of social and academic situations. Students read short articles, stories, and other texts in English and write paragraphs. Intensive instruction of sentence writing and grammar is also a focus with emphasis on expanding use and understanding of verb tenses.

ELD 3

9th - 12th

- Meets A- G: No
- Credits: 10 credits per year, English
- Recommended Preparation: Overall ELPAC Score 2-3, completed ELD 2 (if at high school in the previous year)

Students are introduced to writing five-paragraph expository and persuasive essays as well as narratives while learning about the writing process. Developing academic language is a focus. Emphasis is also placed on reading strategies necessary to understand a text, the features of different types of writing, and literary devices. Intensive instruction of grammar continues to be a focus.

Transitional English Class

9th - 12th

- Meets A- G: Yes
- Credits: 10 credits per year, English
- Recommended Preparation: ELPAC Level 3 or 4, completion of ELD 3 (if at high school in the previous year)

This is an advanced course for English Learners and acts as a “bridge” between the ELD program and mainstream English classes. Reading and writing activities focus on a variety of literary works specifically designed to reinforce those skills that are most challenging to English Learners. Areas of emphasis include the following:

- Introduction to and reinforcement of key academic vocabulary that students are required to learn in English 1.
- Reading comprehension of core texts read in English 1 (including both literal and interpretive skills).
- Development of writing skills through support with essays, narratives and other portfolio pieces that are assigned in English 1
- Support with other major assignments, projects and tests from the English 1 curriculum
- Reinforcement of organization and time management skills

English 1, English 2, English 3, English 4

- Meets A- G: Yes
- Credits: 5 credits per semester, English
- Recommended Preparation: ELPAC Level 3 or 4, completion of ELD 3 (if at high school in the previous year)



In this grade level English course, students analyze literature and write full-length essays regularly. Curriculum is aligned with the Common Core State Standard for English Language Arts as well as the California English Language Development standards. Literature study covers short stories, novels, essays, poetry and drama. Although there is some creative writing, the main focus is on the writing skills needed for college, with emphasis on interpretive (Response to Literature) essays. Language study covers punctuation, spelling, vocabulary, and usage. All of our high school English classes include regular, protected Designated ELD instruction in order to meet the needs of our English Learners.

Spanish for Native Speakers Program

The high school continuation of the learning that students bring with them from the elementary Two-Way Immersion program and the middle school Spanish language arts program that provides language learning and academic instruction in Spanish with the goals of high academic achievement and cross-cultural understanding. This program is a two-year program available at all three of our district's high schools. The goal of these courses is further acquisition and refinement of academic proficiency in Spanish, together with multicultural proficiency. Instruction is in Spanish.

Program Components

- Full Spanish language arts component for all students, comparable to English language arts.
- Cultural appreciation component and field trips

Staffing requirements

- Single subject credential in Spanish
- BCLAD or equivalent authorization

Primary language support provided by certified teacher or paraeducator

Special Support Options

- Primary language instruction/support
- Tutoring
- Specialized instruction by Response to Intervention (RtI) specialists
- Participation in interventions

Other appropriate services

Access to Core Curriculum

All English Learners are guaranteed access to the Core Curriculum, with support from teachers with integrated ELD. English Learners are encouraged to participate in Advanced Placement courses where appropriate. Teachers, counselors and other school staff should encourage EL students to enroll in advanced placement or IB courses as appropriate. Care is taken when developing Master Schedules to create scenarios that allow for enrollment in ELD courses as well as AP and IB.



Minimum Progress Expectations

Clear minimum progress expectations allow all individuals, sites and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELs. Failure to meet minimum progress expectations indicates the need for interventions. The table below outlines the minimum expectations:

1. No matter the English proficiency of a student when they enroll in a particular program, reclassification is expected to occur by the time they reach the far right column on the table.
2. All the English proficiency and academic achievement indicators are “end of year expectations”.
3. The assumption is that a student begins the year about “one year’s growth” behind the end-of-year target.
4. The student’s first year in an instructional language program can happen at any grade level or at any English proficiency level, depending on the student's history.

Instructional program minimum progress expectations for ELs						
	ELPAC 1	ELPAC 2 low	ELPAC 2 high	ELPAC 3 low	ELPAC 3 high	ELPAC 4
End of year 1	Student A	Student B	Student C	Student D	Student E	
End of year 2		Student A	Student B	Student C	Student D	Student E
End of Year 3			Student A	Student B	Student C	Student D
End of Year 4				Student A	Student B	Student C
End of Year 5					Student A	Student B
End of Year 6						Student A



MTSS Interventions and support for MLLs not meeting minimum progress expectations

All students in SCCS have access to intervention through our Response to Intervention system.

Tier 1: Should meet the needs of 80% of our ELs

- Integrated and Designated ELD
- Small group work and differentiation
- Social-emotional learning
- Newcomer support
- *Lexia English* (elementary)

Tier 2: ELs are assessed regularly with our core district assessments (iReady, F&P, MAP etc). Student Learning Teams (SLTs) meet at regular intervals to determine students who are in need of more intensive interventions. Students who are determined to need more support can be offered any of the following for short periods of time with clear exit criteria:

- Additional small group support sessions with specialized materials, such as *Benchmark Phonics Intervention* or *Achieve 3000*.
- Additional lessons related to levels in *Lexia English*.
- Additional Designated ELD support for students who do not make minimum progress on the ELPAC.

Tier 3: ELs not meeting the exit criteria for Tier 2 interventions can be assigned to Tier 3 interventions by the SLTs.

- More intensive interventions including 1:1 intervention.
- Potential referral for special education to determine if learning disabilities are preventing the student from making progress.



Professional Learning to ensure high levels of academic language development

In alignment with the California ELA/ELD framework, the professional development provided to teachers of MLLs supports instruction that fully engages students in the complexity and challenges of the Common Core Standards and ELD standards, and accelerates language development.

Since every teacher in SCCS will have MLL students in their classroom at some point, all teachers will participate in professional learning on ELD instruction. The strategies to support MLLs will benefit all students regardless of their language ability. In addition, administrators, support staff, counselors and paraeducators need to be included in professional development to ensure that all educators who support our MLLs have proper training. Each year, the curriculum department will conduct a needs assessment to determine needs for the following year, and to determine what differentiation needs to be made to support the different knowledge levels of the district staff.

All teachers will participate in professional development on the following topics over the next five years:

- Best practices for using Integrated ELD in all content areas
 - Using the ELD standards to develop instructional models to support EL students in the content areas.
 - Assets-based pedagogy in EL instruction.
- Designated ELD strategies for elementary teachers
 - Using the ELD standards to develop language targets and lesson to support students.
 - Formative and summative assessment in ELD
- Lesson study on incorporating integrated ELD strategies with content standards in a variety of content areas.
- Support for RFEP students
- Understanding ELPAC scores
- Fostering culturally responsive and linguistically sustaining classrooms
- Partnering with families to support student learning

All principals, assistant principals, support staff, academic counselors, and social emotional counselors will participate in professional development on the following topics over the next three years:

- Fostering a culturally responsive and linguistically sustaining school climate.
- Best practices in supporting MLL students outside the classroom.
- Working to include MLL families in all aspects of the school.
- Counseling EL students to reach full potential.



3: Family and Community Engagement

Our schools and classroom are most effective when family and community stakeholders actively influence and contribute to the District mission of college and career readiness. In the case of MLL families, this involvement is of particular importance because it helps immigrant and MLL families develop understanding and ownership of a potentially unfamiliar educational system.

To support MLL families our schools should:

- Be welcoming and culturally and linguistically responsive.
- Have activities and practices clearly defined and well-advertised.
- Encourage MLL family participation in governing structures such as School Site Council (SCC) and English Learner Advisory Council (ELAC).
- Have clear communication with parents.
- Be supported by dedicated family liaisons who know the primary language.

Bilingual School Community Coordinators

SCCS employs Spanish speaking School Community Coordinators at each school with a high number of Spanish speaking families. The School Community Coordinators are instrumental in supporting our Spanish speaking families. Their job description includes:

- Act as a liaison between our Spanish speaking families and all parts of the district.
- Assist with registration, required forms, and connecting families with community and social service resources.
- Connect MLL families with family engagement opportunities and community events.
- Coordinate, recruit and actively participate in MLL parent advisory programs.
- Assist in scheduling parent meetings, and coordinate childcare, translation services for those meetings.
- Translate documents to ensure families have access to resources and school communication.
- Make calls to parents and community members in English and Spanish and coordinate volunteer outreach.

MLL Parent Advisory Committees

The Multilingual Parent committees are designed to ensure that the voices of MLL families are heard in the development of site and district plans. There are two committees specifically for MLL families, though families are also encouraged to be a part of the School Site Council (SSC) and Parent Teacher Organizations (PTO).

English Learner Advisory Committee (ELAC)

California Education Code requires that sites with 21 or more MLL students have a committee to provide parents/guardians of MLLs the opportunity to:

- Participate in the school's needs assessments of students, parents and teachers.
- Advise the principal and school staff on the school's program for English Learners.
- Provide input on the most effective ways to ensure regular school attendance.
- Advise the School Site Council on the development of the Single Plan for Student



Achievement.

The percentage of parents on the ELAC must be equal to or more than the percentage of MLLs in the school. The committee should also include other site staff members, including the principal. Each site's English Learner Advisory Committee (ELAC) must have parent members elected by parents or guardians of English Learners. Each site also needs to elect a District English Learner Advisory Committee (DELAC) representative.

The ELAC shall be responsible for :

- Assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- Advising the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA).
- Electing a representative to the District English Learner Advisory Committee (DELAC).
- Sending and receiving information to/from DELAC and School Site Council.

District English Learner Advisory Committee (DELAC)

The purpose of the DELAC is to provide guidance and advice to the Board of Education and the District staff on the needs and services for English learners. Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC).

Parents or guardians of English learners not employed by the district must constitute a majority of membership (51 percent or more) of the committee. Other school and district staff can be a part of the committee as well.

The committee advises the Board of Education on the following:

- Development of a district master plan including policies guiding consistent implementation of English Learner educational programs and services that takes into consideration the School Plan for Student Achievement (SPSA).
- District-wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the local educational agency's (LEA's) reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Provide input for the LCAP and the EL Master Plan



Communication with Families

Clear, two-way communication is the basis of all effective and sustained action. SCCS strives to ensure effective communication with MLL families. Families are encouraged to communicate their concerns and questions directly to the principal and office staff. All principals are encouraged to hold informal opportunities for parents to meet and provide input to the principal directly.

Under federal law a school must ensure that all parents receive meaningful access to important information. Important written information such as IEPs must be translated. When families are not literate in their native language, oral communication must be provided.

In addition, under California state law, when fifteen percent or more of the students in the District or site speak a language other than English, translation and interpretation services must be provided. At SCCS, Spanish is the language most commonly spoken other than English. All communication is provided in Spanish and English. Translation services are provided for conferences, IEPs, and all school meetings.

The District and school sites must provide interpretation at the following meetings:

- Family-teacher conferences
- Communications concerning student discipline, including suspension and expulsion, and disciplinary hearings
- Communications concerning student progress, including telephone calls and meetings between families/guardians and teachers or counselors
- All Student Study Team (SST), Individual Education Plan (IEP) and Section 504 meetings
- Meetings of the District Governing Board if requested
- School and District-level advisory committee meetings
- Family information meetings and activities

Translation must be provided for the following documents:

- Parent Notification Letters
- Annual ELPAC and SBAC score reports
- Notification of ELL reclassification
- Report Cards
- OUSD Parent Guide
- Options Information
- District Annual Report
- Free/Reduced Lunch Information
- SES Information
- Uniform Complaint Procedures and Forms
- Media Release Consent Form
- Special Education Handbook
- Special Education Letters and Forms
- Suspension documentation
- Major disciplinary documentation
- Formal Hearing documents
- 504 Handbook



4: Monitoring, Evaluation and Accountability

Assessment

All ELs will be given the same content assessments as English only students. In addition, they will be monitored with the English Language Proficiency Assessment of California (ELPAC) one time per year.

Elementary Assessment

Elementary EL students are assessed regularly to determine progress in reading, writing, math and language skills using the following assessments:

- ELPAC (yearly)
- iReady Reading (3 times per year)
- iReady math (3 times per year)
- Fountas and Pinnel reading (3 times per year– grades K-3)
- Local writing assessments (3 times per year)
- Curriculum based formative assessments for language development (regularly as a part of instruction)
- CAASPP (yearly grades 3-5)

iReady reading and math can both be given to students in their primary language as needed to assess content knowledge outside of English.

Middle School Assessment

Middle School EL students are assessed regularly to determine progress in reading, writing, math and language skills using the following assessments:

- ELPAC (yearly)
- iReady Reading (3 times per year)
- iReady math (3 times per year)
- Local writing assessments (3 times per year)
- Curriculum based formative assessments for language development (regularly as a part of instruction)
- CAASPP (yearly)

iReady reading and math can both be given to students in their primary language as needed to assess content knowledge outside of English.

High School Assessment:

High School EL students are assessed regularly to determine progress in reading, writing, math and language skills using the following assessments:

- ELPAC (yearly)
- Local writing assessments (3 times per year)
- Curriculum based formative assessments (regularly as a part of instruction)
- Measures of Academic Progress (MAP) in reading
- Measures of Academic Progress (MAP) in math
- CAASPP (11th grade)

MAP reading and math can both be given to students in their primary language as needed to assess content knowledge outside of English.



Multilingual Learner Program Evaluation

The Multilingual Learner program and implementation of this plan will be monitored by asking the following questions of the District and each site on the timeline noted below. The answers will be used to assess next steps for sites as well as indicate where support needs to be given if needs are not being met.

Implementation: EL programs are fully implemented as described in the EL Master Plan			
Questions to Ask	Who	Data Source	When
Are ELs placed appropriately and in a timely manner?	Site admin and ELD teachers	Student schedule	Sept and December
Do you have a master schedule that allows for protected Designated ELD instruction?	Site admin	Master Schedule	July and December
Are all teachers appropriately credentialed to teach ELs?	Human Resources	EL authorization list	3 times yearly
Are all teachers providing integrated ELD in their content instruction?	Site Admin	Walkthrough data	Ongoing
English Proficiency: MLLs will make steady progress in developing academic English and attain academic language proficiency as efficiently and effectively as possible, or in less than 7 years			
Questions to Ask	Who	Data Source	When
Are all EL subgroups, including ELs with IEPs meeting Minimum Progress Expectations and reclassification targets?	Language Review Teams (LRT)	-Reclassification Rates -ELPP -ELPAC growth -iReady Reading -MAP	Twice yearly (Fall and Winter)
Academic progress: MLLs will make steady progress in core academic subjects. MLLs in our district seven years or longer will meet grade-level standards in core academic subjects			
Questions to Ask	Who	Data Source	When
Are ELs making progress in core academic subjects? Newcomer, LTEL, RFEP	Language Review Teams (LRT)	Report cards Content-area assessments	Twice yearly (Fall and Winter)
Are RFEPs achieving at grade level in core academic subjects?	Language Review Teams (LRT)	Report cards Content-area assessments	Twice yearly (Fall and Winter)
Are MLLs in advanced placement courses as appropriate to their skill level?	Site admin, counselors	Transcripts and schedule	Yearly



<p>Are Newcomer students graduating HS at the same rate as the site average graduation rate?</p> <p>Are LTELs graduating HS at the same rate as the site average graduation rate?</p> <p>Are ELs graduating HS at the same rate as the site average graduation rate?</p> <p>Are RFEPs graduating HS at the same rate as the site average graduation rate?</p>	Site admin Counselors teachers		Yearly
Decrease Risk of Failure: Rates of MLLs in categories indicating risk for school failure are no greater than those for all students			
Questions to Ask	Who	Data Source	When
Are MLL students being suspended at a higher rate than English only students?	Site Admin	Suspension Rates	Principal data conversation
Are ELs receiving interventions and support as needed beyond designated ELD class?	Language Review Teams (LRT)/ Rtl coordinators	Progress monitoring reports and data	Twice Yearly
Do MLLs have a higher number of D/F grades compared to English only students?	Site Staff	D/F data	Principal data conversation
Parent Engagement: Parents of MLLs participate meaningfully in their children's education			
Questions to Ask	Who	Data Source	When
Are MLL parents participating in activities at school?	Site admin and teachers	-ELAC/DELAC attendance -Family attendance at school functions	Ongoing
Are sites safe and welcoming places for MLL students?	Site admin and teachers	Social Emotional Health Survey	Yearly
Are sites safe and welcoming places for MLL families?	Site admin and teachers	-LCAP parent survey -ELAC/DELAC parent input	Yearly
Is the district in compliance with site and district ELL governance?	Site admin and teachers	DELAC and ELAC meeting agendas	Yearly



Appendix A: Monitoring Metrics

SCCS Multilingual Learner Progress monitoring metrics					
Metric	Baseline	2022	2023	2024	2025
ELs who progressed at least one ELPI level on ELPAC (CA dashboard)	2019 Dashboard: Elementary: 52.9% (n=342) Secondary: 48.7% (n=285)				
# and % of LTELs (students who do not reclassify in 6 years)	2019 Dataquest: 19.7% (n=250)				
1.5 year's or more annual growth (stretch growth) on iReady/MAP Reading assessment	2022 Elementary: 16% met stretch growth Middle: 25% met stretch growth				
Suspension rates	2019 Dashboard: Elementary: Overall: Green EL: Green Secondary: Overall: Yellow EL: green				
MLL placement in AP/IB diploma courses Newcomer EL LTEL RFEP	2021-22 842 total AP enrollments 4 ELs 138 RFEP 17% of total enrollments				
MLL D/F data Newcomer EL LTEL RFEP	Baseline to be determined July 2022				



Appendix B: 2022-23 Implementation Plan

Multilingual Learner identification, program placement and reclassification
Action
Implement Road to Reclassification activities in 3rd- 12th grade designated ELD classes.
Refine and make consistent the intake process for Newcomers and English Learners to the district.

Instructional program for Multilingual Learners
Action
Implement course sequences in high school that ensure MLLs have full access to A-G credit classes and CTE courses.
Provide on-going professional development on integrated ELD strategies in all Secondary content areas.
Provide on-going professional development on designated ELD strategies in Elementary.
Provide on-going professional development for all teachers in Integrated ELD strategies.
Refine designated ELD model in elementary.
Investigate designated ELD curriculum for elementary.

Family and Community Engagement
Action
Review ELPAC scores and road to reclassification with parents yearly at DELAC and ELAC meetings
Develop classes for parents of MLL students to understand the school system, access school information, email, grading systems and student data.
Develop a parent leadership team for MLL parents to mentor new MLL parents and provide additional outreach to families.

Monitoring, Evaluation and Accountability
Action
Refine Language Review team practices at each site to ensure long-term monitoring of ELs and RFEPs students at a minimum of twice per year.
Implement MLL program evaluation tool.



Appendix C: Important Documents

[Parent's annual notification letter](#)

Sent out by Central office staff with ELPAC scores in the Fall

[Reclassification Protocol](#)

Used by all sites to guide the reclassification process

[Reclassification Form Grades K-5](#)

[Reclassification Form Grades 6-12](#)

[SPED Reclassification protocol](#)

Use when considering reclassifying a SPED MLL

[SPED Reclassification Addendum Form](#)

Include when reclassifying a SPED student

[Provision for Exception to reclassification guidelines](#)

Details the exception provision for students who have been MLLs for more than 6 years

[Elementary RFEP monitoring form](#)

Used in LRTs to monitor RFEP students for 5 years.

[Secondary RFEP monitoring form](#)

Used in LRTs to monitor RFEP students for 5 years.

[Description of Secondary Programs](#)

A description of all secondary programs for Middle School and High School MLL students

[Language Review Team guidelines and process](#)

Details the process that Language Review Teams should be following for monitoring ELs and RFEP

[Multilingual Learner program evaluation tool–DRAFT](#)

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Local Control Accountability Plan (LCAP) Public Hearing

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The Local Control and Accountability Plan (LCAP) and annual update provides details regarding Local Educational Agencies' (LEAs') actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals, and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052 (English Learners, Foster Youth, Low-Income), including pupils with disabilities, for each of the state priorities and any locally identified priorities.

A Public Hearing on the 2022-23 LCAP follows to allow public input prior to being submitted for adoption at the June 15th Board Meeting. After Board adoption, the LCAP will be submitted to the County Office of Education for final approval.

The goals in the 2022-23 LCAP remain the same, allowing the district to remain focused on these important targets while being able to assess growth and improvement longitudinally:

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.

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

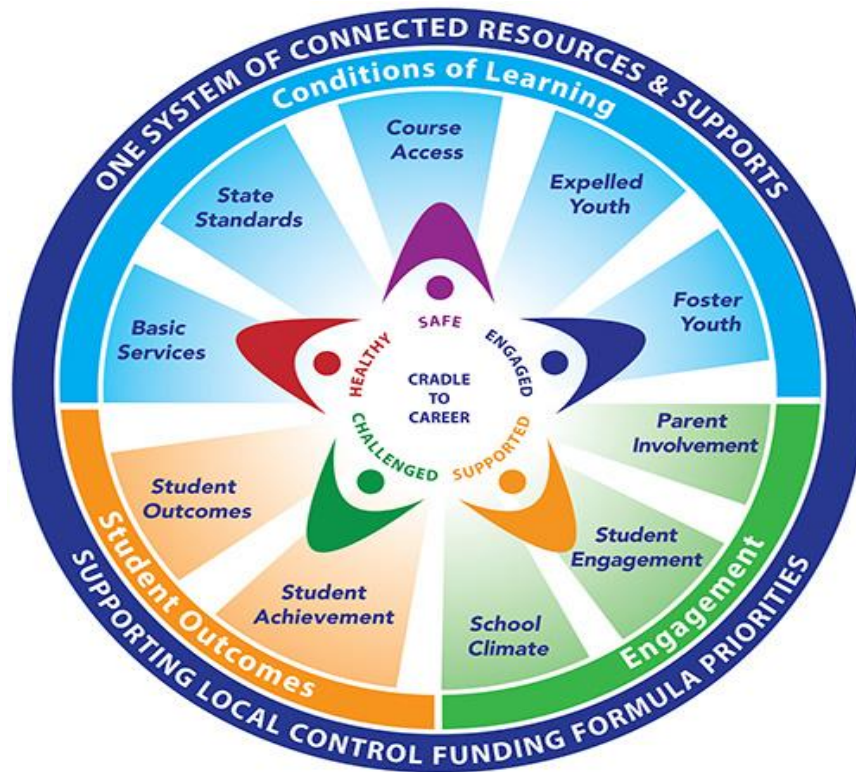
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

The Local Control Accountability Plan is a three-year plan that:

- describes what the district plans to do to support, increase and improve services for students.

AGENDA ITEM: 8.5.1.2.

- shows how we support all students, but especially students living in poverty, foster youth, and students who are learning English.
- is built around the ten priority areas, as reflected in the diagram below:



SCCS is in the second year of the District's 3-year plan.

Each year, the LCAP process includes an analysis of metrics and data, the gathering of educational partner input and the updating of goals, actions and services. The 2022-2023 LCAP includes:

- goals for the 2022-23 school year with accompanying rationale.
- baselines and "Desired Outcomes" (growth targets) for the 2023-24 school year.
- actions that are planned to achieve the Desired Outcomes.
- planned expenditures to support the actions that will achieve the Desired Outcomes.
- details on how we are improving or increasing services for our low income, English learner and Homeless / Foster Youth (unduplicated students).

LCAP Metrics

For the 2022-23 LCAP, it is important to note that some metrics and assessments that were adopted during distance and hybrid learning and used in the 2021-22 LCAP are no longer being used or no longer available. Additionally, due to COVID, some accountability measures and systems, such as the California School Dashboard indicators, may not be available. At the writing of this LCAP, the California Assessment of Student Performance & Progress (CAASPP) scores have not yet been published.

Metric and assessment changes are as follows:

- iReady has replaced Pioneer Valley Reading at elementary.
- Measures of Academic Progress (MAP) has replaced the Math Checkpoints for high school math as a more valid measure of student math achievement.
- Because of the length of CAASPP testing, not all middle schools were able to administer the spring iReady assessment. With the strong correlation between iReady and CAASPP, 2022 CAASPP scores will be used in lieu of Spring iReady reading and math assessments at middle school.
- Dashboard ratings that have resulted in Additional Targeted Support & Improvement (ATSI, Bay View) and Comprehensive Support & Improvement (CSI, Costanoa) eligibility have not changed since 2019.
- 2021-2022 California Assessment of Academic Progress (CAASPP) results are not yet available.
- In addition to tracking participation in Advanced Placement (AP) courses, we will begin to closely monitor and track successful completion of both the course and the AP exam as we continue our work to open successful access to AP courses for our unduplicated students.
- AVID student enrollment in college preparatory (A-G) courses and AP/IB has replaced AVID enrollment by demographics.

Educational Partner Input

Educational Partner input included the following:

Families

- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Parent Leader Dinner
- LCAP Family Survey

Staff:

- District Advisory Committee (DAC)
- SCCS Leadership and Administration Meetings
- LCAP Staff Survey

Students:

- Input visits to middle and high school Advancement Via Individual Determination (AVID) classes and Leadership classes
- Superintendent's Advisory on Race and Equity
- LCAP Student Survey

Additional input:

- Family Webinars
- Thought Exchanges
- Ongoing Family, Student and Staff Surveys during 2021-22

Stakeholder input from families, students and staff differed on some questions, but input strongly converged in these areas:

- Students are in need of social emotional support.
- Interventions for students should be offered both during the school day as well as after school.
- Math should be a high priority for student intervention and support.
- Students need help with reading and writing.
- Tutoring and support with homework completion (and understanding homework concepts) continues to be a need.
- High School students expressed a need for increased college counseling support.
- English Learner students need increased services and support.
- Staff funded through the LCAP and COVID resource money that are having a positive impact on students include counselors, Social Emotional counselors, School Community Coordinators, Rtl Coordinators and Social Workers.

22-23 LCAP Additions & Revisions

- A 1.0 Multi-Tiered Systems of Support MTSS Health and Wellness Coordinator to support Title IX, expulsions, district behavioral systems (including Restorative Practices and Positive Behavioral Intervention and Supports), Trauma Informed Practices, attendance intervention systems, suicide prevention as well as positive consent training (Medi-Cal Reimbursement or MAA funded).
- Transition from Naviance to California College Guidance Cradle- to -Career platform to support students and families in middle and high school with college and career planning.
- Professional development for Certificated and Classified staff to support meeting all goals.
- Implementation of the Thriving Youth Community Grant to address student substance abuse.
- Provide all secondary students with instruction in Title IX, sexual harassment, active consent and dating safety.
- Provide parent education on successful parenting strategies, health related issues including vaping, substance use, suicide prevention and safe use of social media.
- Revision of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support.
- Two additional Newcomer sections at Harbor High School.
- All school sites will provide focused professional development on high impact integrated ELD strategies next year.

Below is a summary of our 2022-2023 LCAP Metrics, Baseline, Year 1 Outcomes for 2021-22 and 2023-24 Desired Outcomes.

21-22 LCAP Metrics, Baselines and Desired Outcomes

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

Metrics	Baselines	Year 1 Outcomes 2021-22	2023-2024 Desired Outcomes
Early Assessment Program (EAP) Scores	<p>2018-19 EAP College Readiness Scores</p> <p>39% of 11th Graders scored College Ready on the EAP ELA 24% of 11th Graders scored College Ready on the EAP Math</p> <p>2020-21 EAP College Readiness Scores</p> <p>44.8% of 11th Graders scored College Ready on the EAP ELA 32.79% of 11th Graders scored College Ready on the EAP Math</p>	2021-2022 EAP Scores not yet available.	By 2023-2024, there will be a 15% increase in the percentage of students who are College Ready on the EAP with a 5% increase each year.
A-G (UC/CSU eligible) Rates	<p>2020-2021 Comprehensive High School Graduates A - G Completion</p> <p>All Students: 65% White: 78% Latinx: 46% ELs: 20% RFEP: 53% Low Income: 51% SpEd: 13%</p>	A-G Completion not yet available.	<p>By 2023-2024, there will be a 15% increase in the percentage of Hispanic/Latinx and Low Income who meet A-G requirements with a 5% increase each year for each group.</p> <p>By 2023-2024, there will be a 10% increase in the percentage of English Learners and Students with Disabilities who meet A-G requirements with a 3.3% increase each year for each group.</p> <p>(California State Average for A-G completion is 48%)</p>
Graduation Rate	2020-2021 Graduation	Graduation Rate not yet	By 2023-2024,

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	<p>Rate</p> <p>All Students: 92% White: 93% Latinx: 91% ELs: 74% Low Income: 89% SpEd: 78%</p>	available.	<p>graduation rates for significant subgroups will improve to meet or exceed the "All Students" rate of 91.7%.</p> <p>(California State Average for graduation rate is 87.6%)</p>
Dropout Rate	<p>2019-2020 adjusted cohort dropout rate (total students not percentage). Students may be duplicated in multiple student groups:</p> <p>Hispanic / Latinx: 9 English Learners: 3 Low Income: 8 Students with Disabilities: 3</p> <p>There are a total of 14 dropouts for the district.</p>	Dropout rate not yet available.	By 2023-2024, dropout rates will reduce to zero for all student groups.
<p>AP and Honors Enrollment by Student Groups</p> <p>SCCS overall student group enrollment for comparison 21-22 Hispanic / Latinx- 40% English Learners: 11% RFEP: 15% Low Income: 30% Students with Disabilities: 14%</p>	<p>2020-2021 cohort - duplicated count (students are counted more than once)</p> <p>The percentage of student groups enrolled in High School Honors by demographic group:</p> <p>n=797 Hispanic / Latinx: 25% English Learners (RFEP Incl): 17% Low Income: 24% Students with</p>	<p>2021-2022 cohort - duplicated count (students are counted more than once)</p> <p>The percentage of student groups enrolled in High School Honors by demographic group:</p> <p>n=1040 Hispanic / Latinx: 25% English Learners (RFEP Incl): 14% Low Income: 14% Students with</p>	By 2023-2024, enrollment in Honors and Advanced Placement will increase by 9% with a 3% increase each year for each student group.

	<p>Disabilities: less than 1%</p> <p>The percentage of student groups enrolled in High School AP by demographic group:</p> <p>n=2105 Hispanic / Latinx: 25% English Learners: 16% Low Income: 21% Students with Disabilities: less than 1%</p>	<p>Disabilities: 2%</p> <p>The percentage of student groups enrolled in High School AP by demographic group:</p> <p>n=1970 Hispanic / Latinx: 22% English Learners (RFEP Incl):13% Low Income: 15% Students with Disabilities: less than 2%</p>	
<p>CTE Participation by Student Groups</p> <p>SCCS overall student group enrollment for comparison 21-22 Hispanic / Latinx- 40% English Learners: 11% RFEP: 15% Low Income: 30% Students with Disabilities: 14%</p>	<p>2020-2021 CTE Participation</p> <p>n=1,379 Hispanic / Latinx: 39% English Learners 6% RFEP: 21% Low Income: 25% Students with Disabilities: 11%</p>	<p>2021-2022 CTE Participation</p> <p>n=1,773 Hispanic / Latinx: 37% English Learners 6% RFEP: 18% Low Income: 24% Students with Disabilities: 11%</p>	<p>By 2023-2024, CTE participation will continue to reflect student demographics.</p>
<p>Advancement Via Individual Determination (AVID) Participation</p>	<p>2020-2021 AVID A-G Successful Completion</p> <p>Percentage of AVID students who successfully completed A-G requirements: 90%</p>	<p>2021-2022 AVID A-G Successful Completion</p> <p>Percentage of AVID students who successfully completed A-G requirements: to be added June 2022</p>	<p>By 2023-3024, the number of AVID students who successfully complete A-G requirements will be 100%.</p>

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.

Metrics	Baselines	Year 1 Outcomes	2023-2024 Desired Outcomes
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AGENDA ITEM: 8.5.1.2.

Social Emotional Health Survey Results	<p>Elementary Survey Data:</p> <p>"I feel thankful for my school": 87%</p> <p>"I feel thankful that my teachers are nice: 97%</p> <p>Secondary Survey Data:</p> <p>"I am satisfied / very satisfied with my school experience": 2020: 38%</p> <p>"On most days I feel enthusiastic": 2020: 45%</p> <p>"I feel I belong to a community": 2020: 48%</p>	<p>Elementary Survey Data:</p> <p>"I feel thankful for my school": 86%</p> <p>"I feel thankful that my teachers are nice: 96%</p> <p>Secondary Survey Data:</p> <p>"I am satisfied / very satisfied with my school experience": 52%</p> <p>"On most days I feel enthusiastic": 46%</p> <p>"I feel I belong to a community": 51%</p>	<p>In 2023-2024:</p> <p>Elementary Data: Continue high levels of students feeling thankful and that their teachers are nice (87% and above).</p> <p>Secondary Data: Students who felt satisfied with their school experience, enthusiastic and who felt that they belonged to a community will increase by 15% with a 5% increase each year.</p>
LCAP Student Survey Results	<p>2020-2021 Elementary Student LCAP Survey</p> <p>"I feel connected and engaged with school": 67%</p> <p>"I feel that the school recognizes and values student accomplishments": 82%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 77%</p> <p>"I feel that teachers and administrators care about all students": 87%</p> <p>Secondary Student LCAP Survey:</p>	<p>2021-2022 Elementary Student LCAP Survey</p> <p>"I feel connected and engaged with school": 80%</p> <p>"I feel that the school recognizes and values student accomplishments": 73%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 76%</p> <p>"I feel that teachers and administrators care about all students": 87%</p> <p>Secondary Student LCAP Survey:</p>	<p>Elementary Data: Increase /maintain positive response trends each year so that all responses are at 80% and above.</p> <p>Secondary Data: Increase positive response rate for each question by 15% with a 5% increase each year.</p>

	<p>"I feel connected and engaged at school": 43%</p> <p>"I feel that the school recognizes and values student accomplishments": 52%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 58%</p> <p>"I feel that teachers and administrators care about all students": 63%</p>	<p>"I feel connected and engaged at school": 51%</p> <p>"I feel that the school recognizes and values student accomplishments": 51%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 63%</p> <p>"I feel that teachers and administrators care about all students": 60%</p>	
Attendance / Engagement Data	<p>2020-2021 Positive Attendance Rates</p> <p>Bay View Elementary: 95.2%</p> <p>DeLaveaga Elementary: 97%</p> <p>Gault Elementary: 94.6%</p> <p>Monarch Elementary: 97.6%</p> <p>Westlake Elementary: 96.9%</p> <p>Branciforte Middle School: 97.1%</p> <p>Mission Hill Middle School: 98%</p> <p>Costanoa High School: 86.3%</p> <p>Harbor High School: 97%</p> <p>Santa Cruz High School: 98.5%</p> <p>Soquel High School:</p>	<p>2021-2022 Positive Attendance Rates - will be added June 2022</p> <p>Bay View Elementary: DeLaveaga Elementary: Gault Elementary: Monarch Elementary: Westlake Elementary: Branciforte Middle School: Mission Hill Middle School: Costanoa High School: Harbor High School: Santa Cruz High School: Soquel High School:</p>	<p>In 2023-2024, will reach at least 95% or above for all school sites.</p>

	97.8%		
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Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.			
Metrics	Baselines	Year 1 Outcomes	2023-2024 Desired Outcomes
iReady Reading and Math (Elementary)	<p>iReady diagnostic assessments were implemented in 21-22 and replaced Pioneer Valley.</p> <p>Fall 2021 Reading % of student group on grade level "n" = # of students in student group</p> <p>All: 36% n=954 Hispanic: 18% n=391 White: 36% n=785 EL: 2% n=181 Low Income: 15% n=344 Special Ed: 15% n=165</p> <p>Fall 2021 Math % of student group on grade level "n" = overall # of students in student group</p> <p>All: 15% n=1056 Hispanic: 4% n=446 White: 14% n=862 EL: 0% n=207 Low Income: 5% n=374 Special Education: 6% n=174</p>	<p>Spring Reading & Math iReady diagnostic assessments</p> <p>Spring 2022 Reading % of student group on grade level "n" = # of students in student group</p> <p>All: 59% n=951 Hispanic: 39% n=424 White: 57% n=777 EL: 19% n=210 Low Income: 36% n=346 Special Ed: 32% n=154</p> <p>Spring 2022 Math % of student group on grade level "n" = overall # of students in student group</p> <p>All: 52% n=1380 Hispanic: 29% n=649 White: 52% n=1098 EL: 16% n=287 Low Income: 31% n=450 Special Education: 28% n=210</p>	<p>By 2023-2024, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 10% with a 3.3% increase each year.</p>
iReady Math and ELA	Grades 6-8 iReady	Grades 6-8 iReady	By 2023-2024, the

(Middle School)	<p>Reading & Math diagnostic assessments</p> <p>Fall 2021 Reading</p> <p>% of student group on grade level "n" = overall # of students in student group</p> <p>All: 46% n=926 Hispanic: 21% n=354 White: 45% n=784 EL: 0% n=99 Low Income: 20% n=299 Special Ed: 11% n=149</p> <p>Fall 2021 Math % of student group on grade level "n" # of students in student group</p> <p>All: 25% n=927 Hispanic: 9% n=353 White: 25% n=786 EL: 0% n=99 Low Income: 7% n=302 Special Education: 2% n=146</p>	<p>Reading & Math diagnostic assessments</p> <p>Winter 2022 Reading</p> <p>% of student group on grade level "n" = overall # of students in student group</p> <p>All: 55% n=940 Hispanic: 31% n=359 White: 56% n=794 EL: 5% n=105 Low Income: 32% n=301 Special Ed: 16% n=144</p> <p>Winter 2022 Math % of student group on grade level "n" # of students in student group</p> <p>All: 35% n=927 Hispanic: 16% n=358 White: 33% n=788 EL: 2% n=107 Low Income: 13% n=301 Special Education: 6% n=140</p> <p>2022 CAASPP Data - to be added summer 2022</p>	<p>percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 10% with a 3.3% increase each year.</p>
High School MAP Math scores (formerly Math Checkpoints)	<p>High School Math MAP Fall 2021</p> <p>Fall 2021 Percentage of students approaching or above grade level by student group and course:</p>	<p>High School Math MAP Winter 2022 (End of Year to be added in June 2022)</p> <p>Winter 2021 Percentage of students approaching or above grade level by student group and course:</p>	<p>By 2023-2024, the percentage of overall students and student groups who score on or above grade level on the High School Math MAP will increase by 10% overall and in each student group with a 3.3 increase each year.</p>

	<p>Integrated 1 All: 56% (386/506) Latinx: 40% (119/297) White: 70% (219/312) Low Income: 45% (103/229) English Learners: 5% (3/64) Students with Disabilities: 19%(17/88)</p> <p>Integrated 2 All: 70% (444/634) Latinx: 51% (139/274) White: 87% (251/289) Low Income: 55% (94/171) English Learners: 17% (9/52) Students with Disabilities: 44%(25/57)</p> <p>Integrated 3 All: 80% (277/346) Latinx: 61% (77/126) White: 90% (171/190) Low Income: 46% (46/79) English Learners: 21% (3/14) Students with Disabilities: 39% (9/23)</p>	<p>Integrated 1 All: 72% (366/506) Latinx: 61% (117/192) White: 81% (201/247) Low Income: 61% (95/155) English Learners: 24%(8/33) Students with Disabilities: 41%(23/56)</p> <p>Integrated 2 All: 76% (237/305) Latinx: 57% (57/100) White: 86% (141/165) Low Income: 55% (37/67) English Learners: 19% (8/33) Students with Disabilities: 33%(10/30)</p> <p>Integrated 3 All: 85% (310/366) Latinx: 68% (71/105) White: 92% (205/223) Low Income: 73% (51/70) English Learners: 33% (3/16) Students with Disabilities: 67% (10/30)</p>	
Middle and High School Grades	<p>Middle School and High School Grades - D and F Rates</p> <p>Branciforte Middle School: 39.2% Mission Hill Middle School: 29.6% Harbor High School: 23.6% Santa Cruz High School:</p>	To be added when available	By 2023-2024, the percentage of students who receive a D or F will decrease by 9% with a 3% decrease each year.

	21.9% Soquel High School: 23.7%		
ELPAC Scores	2019 - 2020 ELPAC Grade Spans: K - 12 ELPAC Growth % of students who grew 2 levels: 2.17% % of students who grew 1 level: 19.86% % of students who stayed the same: 54.48% % of students who went back 1 level: 18.77% % of students who went back 2 levels: 0.72%	To be added August 2022	By 2023-2024, the percentage of students who grew 1 or more levels on the ELPAC will grow 15% with a 5% increase each year.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.			
Metrics	Baselines	Year 1 Outcomes	2023-2024 Desired Outcomes
Teacher Working Conditions Survey	<p>20-21 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:</p> <p>Sufficient resources are available for professional development in my school: 82.3%</p> <p>An appropriate amount of time is provided for professional development: 76.6%</p> <p>Professional development offerings</p>	<p>21-22 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:</p> <p>Sufficient resources are available for professional development in my school: 83%</p> <p>An appropriate amount of time is provided for professional development: 80.3%</p> <p>Professional development offerings</p>	By 2023-2024, responses on these survey questions will reach a positive response rate of 85% or above.

	<p>are data driven: 85.6%</p> <p>Teachers have sufficient training to fully utilize instructional technology: 61.9%</p> <p>Teachers are encouraged to reflect on their own practice: 92%</p> <p>In this school, follow up is provided from professional development: 75.7%</p> <p>Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 86.6%</p> <p>Professional development is evaluated and results are communicated to teachers: 70.8%</p>	<p>are data driven: 83.8%</p> <p>Teachers have sufficient training to fully utilize instructional technology: 66.9%</p> <p>Teachers are encouraged to reflect on their own practice: 92.7%</p> <p>In this school, follow up is provided from professional development: 76.4%</p> <p>Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 81.8%</p> <p>Professional development is evaluated and results are communicated to teachers: 66.1%</p>	
LCAP Staff Survey	<p>Students feel connected and engaged with my school: 76%</p> <p>Under-performing students are well supported to improve academically at my school: 71.3%</p> <p>I feel there are enough supports for English Learners progress at my school: 52.5%</p>	<p>Students feel connected and engaged with my school: 66%</p> <p>Under-performing students are well supported to improve academically at my school: 54%</p> <p>I feel there are enough supports for English Learners progress at my school: 38%</p>	By 2023-2024, responses on these survey questions will reach 80% or above.
LCAP Survey	Student engagement	The following strategies	By 2023-2024, training

AGENDA ITEM: 8.5.1.2.

Prioritized Areas of Need	<p>strategies</p> <p>Strategies to support students' social emotional health</p> <p>Strategies to support English Learners</p>	<p>support student engagement, student social emotional health and English Learners:</p> <p>Student Engagement:</p> <ul style="list-style-type: none"> -Instructional Engagement Toolkit -Principal Walkthrough Tool -Rigorous Curriculum Design Training for Curriculum & - Assessment Teams -Priority Standards collaboration/work <p>Social Emotional Health:</p> <ul style="list-style-type: none"> -Trauma Informed Practices training -Positive Behavioral Intervention & Supports, Soul Shoppe, Second Step Curriculum and Restorative Practice <p>English Learner Supports:</p> <ul style="list-style-type: none"> -Guided Language Acquisition Design (GLAD) training -English Learner District Teacher Team 	<p>and professional development will include outcomes/pedagogy/foci that are based on prioritized areas of need.</p>
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Goal #5: SCCS will maintain a balanced budget and efficient and effective management.			
Metrics	Baselines		2023-2024 Desired Outcomes
All district plans and budgets will be aligned with the six district goals.	District plans are aligned with district goals though alignment could be more explicit.	District plans show explicit alignment with district goals.	By 2023-2024, district plans explicitly show alignment with the six district goals.

AGENDA ITEM: 8.5.1.2.

FIT Report Ratings	School Facility Good Repair Status (FIT Reports) - November 2020 reported all district sites' facilities as being in "good" overall condition	100% of district sites are in "good" or better condition based on the 2021 FIT reports.	By 2023-2024, maintenance of "good" rating status for all sites for each year.
District Advisory Meetings	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.	District Advisory Committee will met 5 times in 2021-2022 with representation from Classified, Certificated, Management, GSCFT and SCCE.	By 2023-2024, continued meetings with consistent representation from all stakeholders four times a year.
Principal and Department Budget Meetings	Meetings occur throughout the school year.	Meetings are in progress and have occurred monthly.	By 2023-2024, meetings will occur in October and January to coincide with Interim Budget Reports with another check in during the Spring.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.			
Metrics	Baselines	Year 1 Outcomes	2023-2024 Desired Outcomes
LCAP Family Survey School Engagement Questions and participation rate	<p>I participate in parent education offerings (classes, workshops and/or events): 62%</p> <p>I feel that my child is appropriately challenged in school: 61%</p> <p>I feel that my child's school recognizes and values student</p>	<p>I participate in parent education offerings (classes, workshops and/or events): 71%</p> <p>I feel that my child is appropriately challenged in school: 67%</p> <p>I feel that my child's school recognizes and values student</p>	<p>By 2023-2024, positive responses to school engagement and communication questions will either maintain or increase to 85% or better.</p> <p>And family participation in the survey will increase to 25%.</p>

	<p>accomplishments: 78%</p> <p>When academics are challenging, I feel that my child's school supports my child to do better and improve: 67%</p> <p>My child's school and the district seek my input and ideas in decision making - "regularly - always": 62%</p> <p>When I contact my child's school, I receive courteous attention. "regularly - always." 86%</p> <p>I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 74%</p> <p>1,070 respondents</p>	<p>accomplishments: 76%</p> <p>When academics are challenging, I feel that my child's school supports my child to do better and improve: 70%</p> <p>My child's school and the district seek my input and ideas in decision making - "regularly - always": 54%</p> <p>When I contact my child's school, I receive courteous attention. "regularly - always." 83%</p> <p>I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 71%</p> <p>1,131 respondents</p>	
Provide Family Webinars, regular new videos and implement other forms of communication based on family input	Family webinars occurred throughout the school year in response to COVID and school reopening updates while parent podcasts began in April, 2021 and continued through the end of the school year.	<p>Family webinars occurred throughout the school year. Video updates occurred weekly.</p> <p>Our weekly video updates showed strong viewership: -650 highest count of video views in spring 2021 -1,085 highest count of video views in 2021-22</p>	By 2023-2024, regularly scheduled webinars and weekly videos will occur throughout the year on timely and important topics as identified by the school community.
Updated and clear	Website contains	Website has been	By 2023-2024, the

district website that is easily navigable with updated information on the following: -- Committee Meetings -- Parent Meetings -- District Events -- Bond Projects -- Department Resources & Information -- Topical News	pertinent information but is not easily navigable.	updated with clear and pertinent information that is more easily navigable. Site and district department website pages will be updated in 22-23.	website will be regularly updated with easily navigable links for all school community stakeholders.
State of the District mailer	Mailer is sent to families and the community once a year with an overview of programs, highlights, budget information and important updates.	Updated mailer was sent this year with important highlights and a renewed focus on the programs SCCS current and future families.	By 2023-2024, the State of the District mailer will continue to be sent out to all families and the community.

Data Reflections

With a continued focus on Multi-Tiered Systems of Support, Santa Cruz City Schools has shown substantial student growth and academic rebound in 21-22. Our tiered academic interventions and RtI program, the focus on high impact instructional strategies, strong teacher professional development and additional intervention staff and programs such as Peer Tutoring have all contributed to these outcomes.

Additionally, we are pleased to see a rebound in student social emotional health as evidenced by our student LCAP and Social Emotional Health surveys. With additional mental health staffing as well as a continued focus on positive behavior and discipline, restorative practices and the Second Step curriculum at elementary, we are seeing positive returns on strengthening and expanding our social emotional RtI program. Additionally, efforts to strengthen college and career preparedness are evidenced by our strong A-G data.

Additionally, there is much growth and strength in the area of district communication which serves as a mechanism to partner with families with trust and transparency. We are also proud of our Working Conditions Survey and the positive feedback from our teachers and Classified staff as we continue to work to make SCCS a great place to work and learn.

There are also areas of opportunity. A performance gap remains for our unduplicated students when compared to our overall and white student groups. Additionally, social emotional health survey data shows that our secondary students are experiencing challenges in obtaining and maintaining a positive and hopeful outlook in their lives. Also, students, families and staff have voiced their need for additional social emotional health supports, and families want to continue to provide input on important district decisions.

FISCAL IMPACT:

Elementary LCFF Supplemental Funds (Restricted): \$1,544,843

Secondary LCFF Supplemental Funds (Restricted): \$3,163,349

2022-2023 Local Control Accountability Plan



June 1, 2022

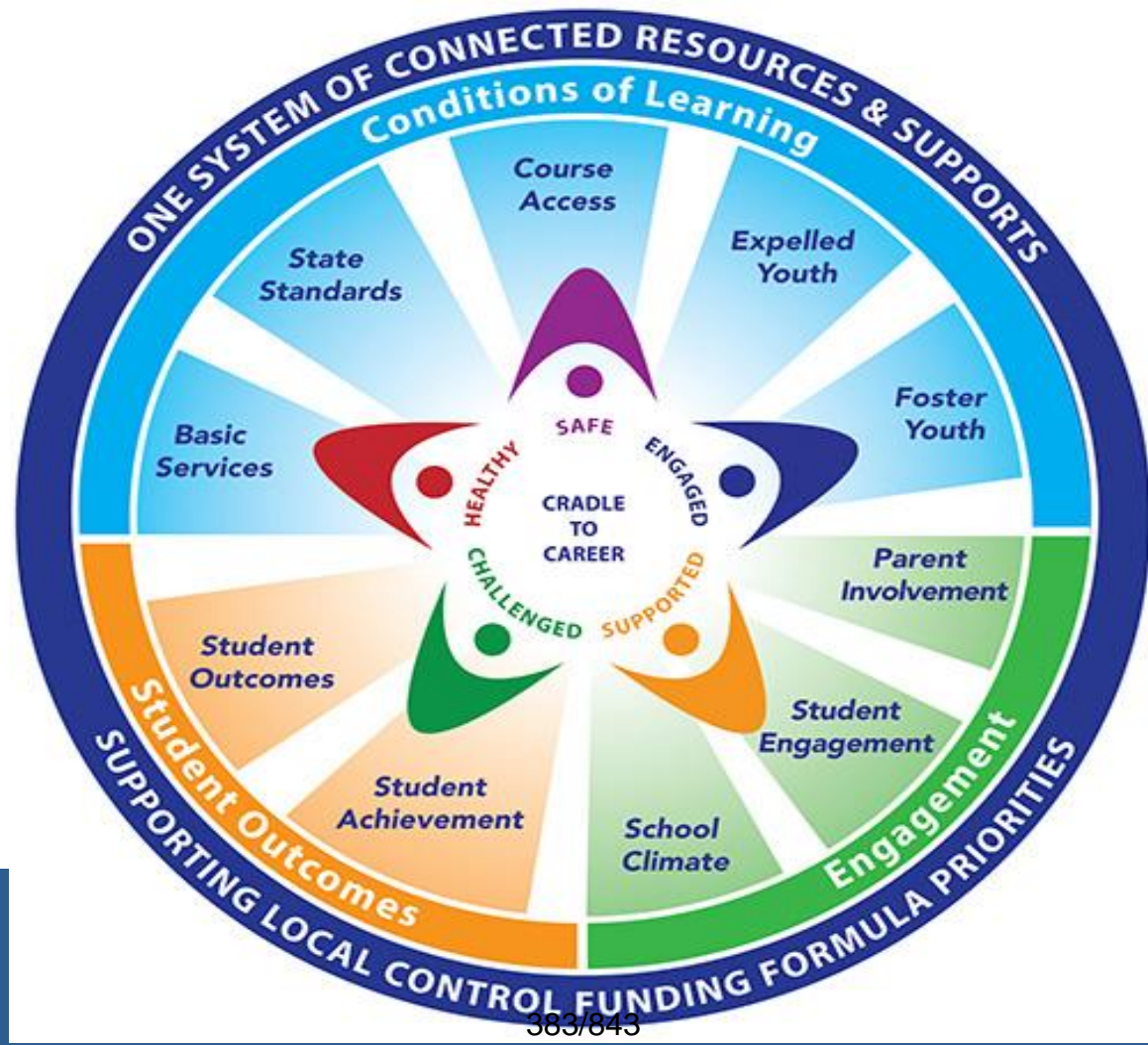
Local Control Accountability Plan Purpose

- Sets both district-wide and gradespan goals
- Spells out the specific action steps to achieve those goals for all students but especially for **English Learners, foster youth, and low-income students**
- Involves Educational Partners: families, students, community members, school employees and others

Local Control Accountability Plan: Goals

- **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 partnerships with its diverse community.





LCAP Budget

- State requires accounting for Local Control Funding Formula Supplemental budget
- SCCS includes additional resources, programs and student support

2022-23 LCFF Supplemental Budget

- Elementary: \$1,544,843
- Secondary: \$3,163,349



Key Data Findings

Areas of strength

- Student academic growth in ELA and math
- Student report improved connection to school
- College and career programs positively impact college readiness
- Positive working conditions data

Areas of opportunity

- Disparity in student group performance in ELA and math
- Ongoing social emotional / mental health needs
- Families need more opportunity to influence decision making



Educational Partner Engagement

- LCAP Family, Student & Staff Surveys
- District Advisory Committee Meetings
- District English Language Advisory Committee
- Parent Leader Meeting LCAP Input
- District Budget Advisory Committee Input
- LCAP Input Sessions in Middle and High School AVID and Leadership Classes
- Superintendent's Student Advisory on Race & Equity
- Principal and Assistant Principal LCAP Input Meetings



Educational Partner Feedback

Input from families, students and staff differed on some questions, but input strongly converged to identify the following needs which are addressed in the 2022-23 LCAP:

- Social emotional support
- Interventions during the school day & after school
- Math support
- Reading & writing support
- Tutoring & homework support
- Increased college counseling for high school students
- Increased English Learner services and support



Educational Partner Feedback

Staff funded through the LCAP and COVID resource money that are having a positive impact on students include:

- Counselors
- Social Emotional Counselors
- School Community Coordinators
- Response to Intervention Coordinators
- Social Workers



Additions to the 2022-23 LCAP

- Multi-Tiered Systems of Support Health & Wellness Coordinator
- California College Guidance Initiative - College & Career Planning Platform
- Professional Development for Certificated & Classified Staff to support meeting all goals
- Implementation of the Thriving Youth Community Grant - addressing substance abuse
- Student instruction in Title IX, sexual harrassment, active consent & dating safety



Additions to the 2022-23 LCAP

- Parent education opportunities including:
 - Successful parenting strategies
 - Health related issues - vaping, substance use, suicide prevention
 - Safe use of social media
- Adoption and implementation of the English Learner Master Plan



Thank you & Questions





LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Cruz City Schools

CDS Code: 44698154440261

School Year: 2022-23

LEA contact information:

Kris Munro

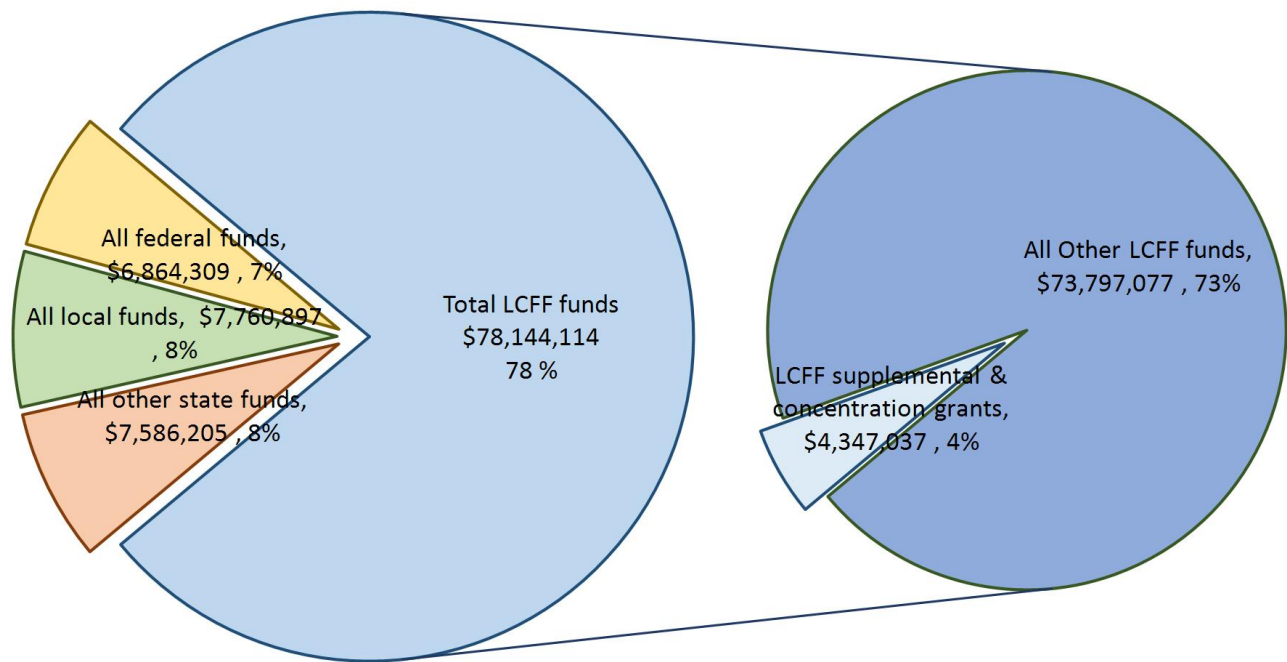
Superintendent

(831) 429-3410 ext 48220

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

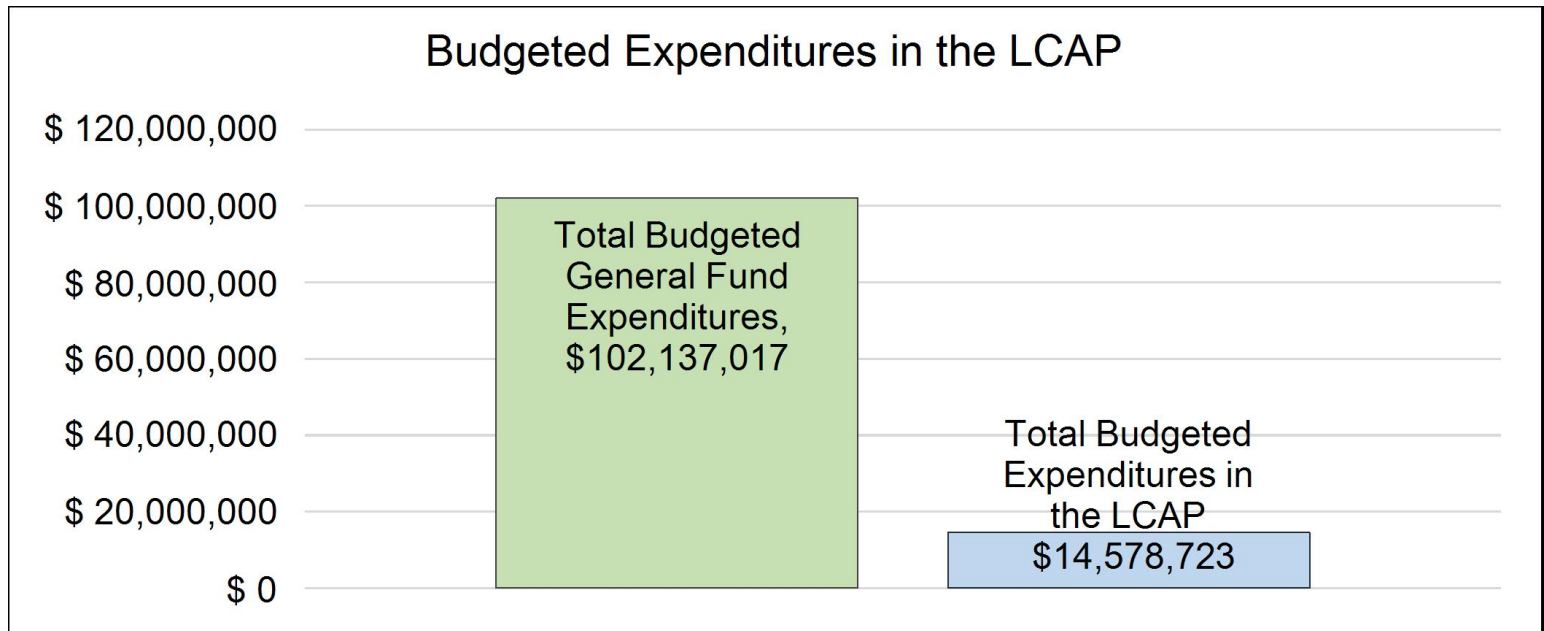


This chart shows the total general purpose revenue Santa Cruz City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Cruz City Schools is \$100,355,525, of which \$78,144,114 is Local Control Funding Formula (LCFF), \$7,586,205 is other state funds, \$7,760,897 is local funds, and \$6,864,309 is federal funds. Of the \$78,144,114 in LCFF Funds, \$4,347,037 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Cruz City Schools plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Cruz City Schools plans to spend \$102,137,017 for the 2022-23 school year. Of that amount, \$14,578,723 is tied to actions/services in the LCAP and \$87,558,294 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

SCCS' unrestricted budget is approximately 90% salaries and benefits-- most of which are not all included within the Local Control Accountability Plan. The costs not included in the plan include, but are not limited to, all salaries and benefits, administrative costs, facilities maintenance and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

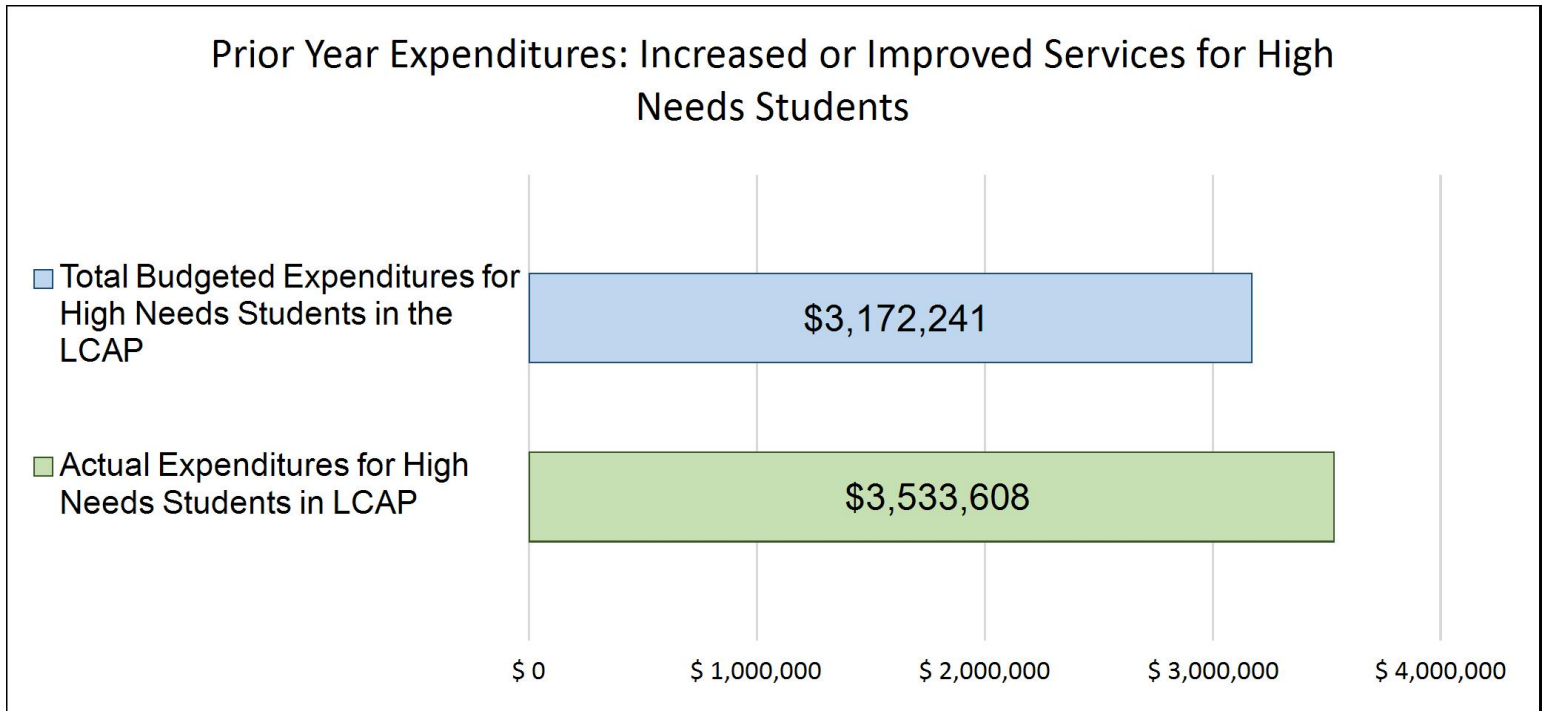
In 2022-23, Santa Cruz City Schools is projecting it will receive \$4,347,037 based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz City Schools plans to spend \$5,087,100 towards meeting this requirement, as described in the LCAP.

In addition to our tiered Response to Intervention (RtI) program that constitute a large portion of our LCFF budget, other increased and improved services for foster youth, English learner and low-income students include the following for 22-23: a Multi-Tiered Systems of Support (MTSS) Health & Wellness Coordinator, adoption of the California College Guidance College & Career Planning platform, additional professional development for Certificated and Classified staff to support meeting all goals, the implementation of the Thriving Youth Community Grant to address substance abuse and student instruction in Title IX, sexual harassment, active consent and dating safety. Additional parent education is planned on successful parenting strategies health-related issues such as

vaping, suicide prevention and the safe use of social media. The adoption and implementation of the English Learner Master plan brings with it an Integrated ELD focus for 22-23 including additional Newcomer student support and increased English learner professional development.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Santa Cruz City Schools's LCAP budgeted \$3,172,241 for planned actions to increase or improve services for high needs students. Santa Cruz City Schools actually spent \$3,533,608 for actions to increase or improve services for high needs students in 2021-22.

Some differences in estimated expenditures related to personnel due to basing these costs on average salaries and benefits. There were also some adjustments in FTE, which accounted for differences between estimates and actuals. Additionally, after the return from distance/hybrid learning, students' academic and social emotional needs were high, which is reflected in a higher overall actual expenditures.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz City Schools	Kris Munro Superintendent	kmunro@sccs.net (831)429-3410

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In the spirit of transparency and clarity, Santa Cruz City Schools included many of the expenditures available to us in the 21-22 LCAP through the Budget Act of 2021 as these actions are integral parts of our overall Multi-Tiered Systems of Support (MTSS) programs at all grade spans.

Santa Cruz City Schools continuously elicits feedback from all school communities, including families, students and staff. Our largest responses come from our annual survey to these three groups. Questions gauge the following, and input was used to prioritize needs for each

of the above funding areas:

- School connectedness
- Levels of academic and social emotional support at school
- Levels of expectations for student academic progress and success
- Obstacles to learning
- Ranking of available academic and social emotional school supports
- Ranking of what supports are working and which are not working or not impactful
- Open ended questions on supports needed for students
- Needed teacher training and professional development to ensure best first teaching and effective interventions

Additionally, specific questions regarding the above areas as well as needed supports for students to be college and career ready were asked at our Fall 2021 District Advisory Committee Meeting, District English Learner Advisory Council input meeting, Parent Leader Dinner and in visits to Advancement Via Individual Determination (AVID) and Leadership classes (Spring, 2022).

Survey data and other input was shared with district leadership and site administration while developing our districtwide multi-year intervention and support plans to ensure that priorities and budgeted resources directly connected to and informed our plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Santa Cruz City Schools does not receive concentration add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Santa Cruz City Schools has been soliciting input from our educational partners on student needs since schools shifted to distance learning on March 16, 2020. Below are some of the various venues where students, families and staff have been engaged in providing input to inform the development of our interventions and supports throughout this school year as well as the development of the plans required under the Budget

Act of 2021.

- Family Survey 1/20/21-2/9/21
- Student Survey 2/15/21-3/10/21
- Staff Survey 1/27/21-2/9/21
- District Advisory Committee Meetings: 2/18/21, 3/17/21, 5/19/21, 11/2/21
- District English Learner Advisory Council Input Meeting: 4/22/21
- Parent Leader Meeting 2/17/21
- District Budget Advisory Committee LCAP Input Meeting 1/26/21
- Principal Input Meetings - ongoing

Additionally, input was gathered last fall and winter of 2020-21 from families, students and staff through various ThoughtExchanges, distance learning input meetings and distance learning surveys and webinars. As this input explicitly communicated current and anticipated needs, this data continues to inform the writing of all district plans, including the 22-23 LCAP.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Based on the input of our educational partners, Santa Cruz City Schools was able to plan and implement actions funded through the American Rescue Plan Act and Emergency Relief funds that served to strengthen our Multi Tiered Systems of Support (MTSS) framework.

Elementary:

At the elementary level, Santa Cruz City Schools continued and expanded math and literacy online programs, including iReady. Hardware such as Audio Visual carts were purchased for technology integration. Additionally, Edgenuity, an online curriculum, was implemented for Independent Study students. We continued our intervention efforts through certificated after school tutoring and support, as we were able to increase in-class paraprofessional support. Concerned with student math progress due to distance and hybrid learning, we also hired a 1.0 Math RtI Coordinator at each elementary level (.4 at Monarch) for math intervention and support. We were also able to offer Guided Language Acquisition Training (GLAD) for teachers to strengthen our English learner support. For facilities, we hired an additional cleaning service to support the daily sanitation of classrooms to ensure the health and safety of all of our students and staff.

Elementary Social-Emotional Interventions

The elementary sites have always had strong social-emotional support for students. They are continuing to use Positive Behavior Intervention Supports (PBIS) to provide a framework for positive behavior at the sites. This year, sites have begun using Soul Shoppe, which is a social-emotional curriculum designed to support student behavior. The curriculum includes lessons and videos that are used with a whole class, and

assemblies and activities for the entire school.

Elementary Successes and Challenges:

Math Response to Intervention (RtI) Coordinator:

There is a full-time RtI Math Coordinator at each of our four comprehensive elementary sites. The Math RtI Coordinators coordinate small group services for students that have below grade level math iReady scores. The RtI Coordinator and paraeducators work with small groups to reteach needed concepts. This instruction is in addition to regular Tier 1 math instruction.

Additional Paraeducators to Support Small Group Interventions:

Each site was given funding to hire more paraeducators to support small group instruction in mathematics. Hiring for these positions has been difficult. Four of the five elementary sites still have at least one open position. The RtI coordinators train the paraeducators on how to deliver booster lessons in iReady math and Lexia to support student growth.

Math and Literacy online programs:

- Math iReady My Path was purchased to support students who are far below grade level. The program places students at their needed levels, regardless of their age, so that students can relearn and practice concepts that they are missing. In addition, the program flags students who are struggling, and there are in-person lessons that a teacher or paraeducator can deliver to give students the boost they need to move on to other needed concepts.
- All sites are using Lexia to support students in reading. Similar to My Path in math, the program places students at their needed levels. Students who are using the program regularly are showing growth in their reading skills. The program also supports students who are high readers by giving them above grade level content.
- Zearn is an online program that works with Eureka Math, our math curriculum, and gives digital practice to the concepts that students work on during class. Not an intervention, the program is used to reinforce Tier 1 teaching and allows students to practice needed math concepts.
- DeLaveaga uses iStation to support their Spanish language learners in the Two-Way Immersion (TWI) program. The program allows students to practice reading and language in Spanish.
- Lexia English (formerly Rosetta Stone) is a pilot program for English language learners. It works along with Lexia to support listening and speaking in English.
- Edgenuity Elementary is available for any student who wishes to have independent study through Alternative Family Education (AFE).

After School Academic Support:

All sites have been allotted funding to support after school academic support. Bay View and Gault both have the After School Academy (ASA) program where students are given support. Westlake and DeLaveaga have been unable to hire teachers to fill similar after school positions. We are considering options such as using an outside agency to provide tutoring and trying to hire high school students to support after school. There are several logistical issues that need to be worked out to make either of those options work.

Secondary:

Actions at the secondary level also addressed academic and social emotional supports for students and served to re-engage students after distance and hybrid learning. Online programs were purchased to support math and reading literacy as well as, like in elementary, Audio Visual carts for technology integration. We were able to expand our Advancement Via Individual (AVID) programs by 1 section at our middle schools, and we also added a .2 Newcomer teacher who was also released one period to directly support our Newcomer students. Other staff that were added included a .6 FTE History Teacher on Special Assignment (TOSA) with a focus on a new adoption, student civic engagement and literacy across the content areas. Two Educational Technology Specialists were also added to support teachers with technology, and our plans include a 1.0. District Math TOSA to support math intervention and strong Tier 1 implementation.

For our secondary English learner students, Learning Ally and Rosetta Stone curriculum were implemented, and we were able to offer additional math and ELA intervention sections for students in need of academic support. After school, small group tutoring is available to all students, and we have been able to roll out successful peer tutoring programs as well at all sites. At the middle school, extended library hours were offered to accommodate tutoring and other academic supports after the school day.

Additional relief funding has also allowed us to hire a full-time Social Emotional Counselor at each comprehensive middle and high school site (.5 at Costanoa) to provide student mental health support. At the high school, we were able to continue a full-time Credit Recovery teacher at each comprehensive high school site, and our high school summer program allowed for credit recovery, student engagement and social emotional health.

Secondary Social-Emotional Interventions

1 Full Time Social Emotional Counselor at each Secondary Campus:

All secondary schools started the 21-22 school year with a full-time Social Emotional Counselor. Services provided by the counselor include individual counseling, small group counseling, support of restorative practices and connecting students with needed mental health community resources. It must be noted that the Social Emotional Counselors are part of a current strong social emotional support system at each site that includes Positive Behavioral Intervention and Supports (PBIS), Social Workers and Interns, Restorative Practices and Trauma-Informed Practices.

Professional development continues to be offered to secondary teachers in the areas of academic instruction, intervention and social emotional systems of support:

- Professional Learning Communities
- Restorative Justice and Trauma Informed Practices
- Rigorous Curriculum Design
- English Learner Development Strategies and Best Practices

At secondary, we were also able to provide a 30 - 1 class size reduction to support social distancing and to allow for more student support, and we hired additional cleaning service to support daily sanitation of classrooms and provided

Successes and Challenges:

Middle and High School Interventions

Math & Literacy Online Intervention & Support Programs:

iReady, Learning Ally, and Peardeck have continued to be used extensively across middle school sites. These programs are a key component of Tier 1 instruction. The iReady intervention and assessment program is used at both middle schools in math and English Language Arts, and there is a clear correlation between student academic growth and time spent using the program. English and History classes also use NewsELA to enhance instruction with the leveled reading resource.

High Schools continue to use the Measure of Academic Progress (MAP) assessment program to monitor student progress in both English Language Arts and Math. Middle School uses the iReady assessment system, which is similar to the Measure of Academic Progress assessments.

Small Group In Person Tutoring at each Comprehensive Middle and High School:

All comprehensive high schools have implemented small group tutoring with some tutoring occurring both before and after school. Tutoring in needed subjects is available to students with a specific focus on math and ELA.

Peer Tutoring:

Peer tutoring is up and running at each comprehensive middle and high school and is organized and overseen by a Peer Tutor Coordinator. While the Peer Tutor program looks a bit different from school to school due to each school's unique schedule and already existing programs, Peer Tutoring is already proving to be an excellent resource for students. For example, at Branciforte Middle School, they have embedded Peer Tutoring into their daily intervention schedule, and they have approximately 50 students who are benefitting from peer tutors. Similarly, Soquel High has embedded Peer Tutoring into their already existing zero period Math Plus class. It must be noted that both tutees and tutors report that the program has been incredibly beneficial to them.

Secondary Social-Emotional Interventions

1 Full Time Social Emotional Counselor at each Secondary Campus:

All secondary schools started the 21-22 school year with a full-time Social Emotional Counselor. Services provided by the counselor include individual counseling, small group counseling, support of restorative practices and connecting students with needed mental health community resources. It must be noted that the Social Emotional Counselors are part of a current strong social emotional support system at each site that includes Positive Behavioral Intervention and Supports (PBIS), Social Workers and Interns, Restorative Practices and Trauma-Informed Practices.

Special Education Interventions

Special Education Paraeducator Substitutes for Elementary and Secondary

We have a shortage of one-on-one aide substitutes for students who require daily aide support in their IEPs. COVID resources have been dedicated to hiring two full-time paraeducator substitutes. These paraeducators fill in when our contracted one-on-one aides call in sick.

Special Education Interventions

Special Education Paraeducator Substitutes for Elementary and Secondary

We have a shortage of one-on-one aide substitutes for students who require daily aide support in their IEPs. COVID resources have been

dedicated to hiring two full-time paraeducator substitutes. These paraeducators fill in when our contracted one-on-one aides call in sick.

Summer Programs

Elementary, Middle and High School Summer School

Summer programs are planned in 2022 for elementary, middle and high school students. Students will be targeted for intensive and strategic support in literacy and math at all levels. Social emotional supports will continue in summer 2022, and enrichment activities will also be available at all grade spans. For high school, credit recovery will continue.

Next Steps for 21-22

Elementary Next Steps:

- Continue to recruit staff and high school tutors for after school programs
- Provide professional development for Lexia and iReady
- Continue to develop their after-school support programs at DeLaveaga and Westlake
- Continue to monitor student progress and respond with interventions as needed

Secondary Next Steps

- Continue to recruit staff and high school tutors for after school programs
- Investigate online tutoring programs to provide one-on-one support for students
- Continue to monitor student progress and respond with interventions as needed

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Santa Cruz City Schools continues to offer a strong Multi Tiered System of Support program to support students academically and emotionally. Fiscal relief funding allowed us to expand and strengthen the efforts we have laid out in the 21-22 LCAP.

21-22 LCAP Goals focused on student academic and social emotional health:

1. All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.
2. SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
3. We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
4. We will develop a highly collaborative, professional culture focused on supporting effective teaching.

All actions and expenditures planned and implemented using COVID relief funding directly support the goals set forth in our 21-22 LCAP.

Alignment to Goal #1

- Expansion of AVID program at the middle school
- Peer and small group tutoring
- Social Studies and Math TOSAs to support student preparedness and civic engagement (Social Studies)

Alignment to Goal #2

- Positive Behavioral Interventions and Support (PBIS) continuance and expansion
- Soul Shoppe (elementary)
- Restorative Justice professional learning
- Social Emotional Counselor at each secondary site (.5 at Costanoa)

Alignment to Goal #3

- Newcomer teacher and release period
- Increased interventions during the school day in math and English
- GLAD training to support English learners
- Math and literacy online intervention programs
- Increased paraprofessional support in the classroom

Goal #4

- Expanded teacher professional development in all core areas including the implementation of Curriculum & Assessment teams at all grade spans and an English Learner Leadership -Team to revise and update the district's English Learner Master Plan. Other professional development opportunities have included English learner strategies (GLAD).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz City Schools	Kris Munro Superintendent	kmunro@sccs.net (831) 429-3410 ext 48220

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Santa Cruz City Schools is committed to ensuring demographics do not determine student outcomes in our school district. We work to create schools where the adults know the students well, where we can identify each student's needs for growth and support each student academically and personally. We want to engage the hearts and minds of every student, every day.

Santa Cruz City Schools is a unique district in that we are two districts (elementary and secondary) governed by one board. We also have one LCAP and one Federal Addendum. However, because we are two districts, we do have two California Dashboards, two different funding models (our elementary district is a Basic Aid district while secondary is an Average Daily Attendance (ADA) district), and two different California Assessment of Student Performance and Progress (CAASPPP) reports. Our district is also unique in that there are four one school elementary districts and two K-8 districts in Santa Cruz County that feed into our secondary district.

We are fortunate to have tremendous support from our community. Voters in our District have provided two parcel taxes and two school bonds to ensure our students have rich educational programs and updated, repaired facilities to support a twenty-first century education. These parcel taxes provide all students with counseling services, library services, reduced class sizes, music, art, life lab, after school programs including athletics, career technical education and more.

During the 2021-22 school year, 6,168 students in kindergarten through 12th grades attended 13 schools in Santa Cruz City Schools District. Of those students, 16 (0.26%) were Foster Youth (FY), 55 (.89%) were Homeless/Students in Transition, 718 (11.64%) were English Learners (EL), and 1,850 (29.99%) were Socioeconomically Disadvantaged (SED), 880 (14.27%) were Special Education (SpEd) students, and 935 (15.16%) were Reclassified Fluent English Proficient (RFEP) students. While RFEP students are not specified as a targeted subgroup for LCAP funding purposes, we are allocating resources to support these students as well.

2021-22 Enrollment

Overall SCCS enrollment (PreK-12) - 6,168

Elementary Enrollment (PreK-5) - 1,819, 29.5% (29.49%)

Secondary Enrollment (6-12) - 4,349, 70.51%

SCCS ethnic groups 21-22

White - 2,960, 47.99%

Hispanic - 2,477, 40.16%

Asian - 215, 3.49%

American Indian or Alaska Native - 13, 0.21%

Black or African American - 95, 1.54%

Pacific Islander - 11, 0.18%

Two or More Races- 326, 5.29%

Declined to State - 71, 1.15%

Since 2010, Santa Cruz City Schools has had the same six strategic goals. After receiving the California Scale Up MTSS Statewide (SUMS) initiative grant, we have participated in statewide training on Multi-Tiered Systems of Support (MTSS). We have utilized the MTSS framework to help examine our progress towards our district goals and identified four strategic areas of focus: Literacy, Mathematics, English Learner Progress, and School Connectedness. These focus areas were identified through examination of state and local assessments, attendance data, student mobility data, discipline data, drop out data, and A-G completion. We paid close attention to the results and needs of our English Learners, Low Income students, and foster youth, as well as other traditionally underserved student groups.

Using our strategic four focus areas and our corresponding data analysis, we identified two tiers of support for each focus area within each grade span that will provide supports to our English Learners, Low Income students, and Foster Youth. As part of the MTSS process, we worked to ensure our LCAP resources are strategically aligned to these identified tiers of support, which are aligned to our four strategic focus areas. This year's LCAP reflects the implementation of these identified tiers of support which include evidence based practices to maximize student achievement.

The six strategic District goals are:

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 partnerships with its diverse community.

Note: Within the body of the LCAP, planned expenditures may include the following acronyms:

E = Elementary

S = Secondary

FTE = Full Time Employee (ex. .5 FTE = 50% employee)

LCFF = Local Control Accountability Funding

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Santa Cruz City Schools has stayed the course in implementing a strong Multi-Tiered System of Support program with a strong Tier 1 focus. In the 21-22 school year, our actions have focused on supporting students at each tier, with a strong focus on good first teaching. With a full-time Response to Intervention (RtI) Coordinator at each site (with an additional 1.0 Math RtI Coordinator at elementary), we have been able to accelerate learning for students in our return to full, in-person learning:

21-22 Academic Reflections: Successes

Elementary Response to Intervention Actions

Reading

Tier 1:

- High quality standards-based instruction in reading and phonics
- Small group reading daily, with students grouped according to skill needs
- Focus on priority standards
- Use of Lexia reading tool, which provides students with targeted practice at their current level

Tier 2:

- Additional small group phonics and/or reading instruction in the classroom based on student need as determined by assessment and teacher observation
- Groupings change frequently as students improve skills
- Usually provided in the classroom by the teacher or Response to Intervention coordinator and trained paraeducators

Tier 3:

- One-to-one reading and/or phonics instruction
- Instruction is provided with a curriculum that is different from the Tier 1 curriculum, designed to address very specific needs, such as phonology or phonics

Elementary Growth data for 2021-22 school year

The iReady diagnostic assessments in reading and math in Fall 2021 and Winter 2022 indicate substantial growth. The data indicates that our response to intervention (RtI) program is supporting student learning.

iReady data from Fall 2021 to Winter 2022:

- There was a 17% increase in the percentage of students scoring on or above grade level.
- There was a 12% decrease in the percentage of students scoring far below grade level.
- 48% of students have already met their one-year growth target. The growth target is set to indicate what one year's growth would be for an individual student. By exceeding their growth target already, those students are on track to make more than one year's growth, which is what is needed to close the achievement gap.

Reading student group growth data:

- White: decreased Tier 3 by 13%, increased Tier 1 by 15%
- Hispanic/Latino: decreased Tier 3 by 16%, increased Tier 1 by 15%
- English Learners: decreased Tier 3 by 26%, increased Tier 1 by 8%
- Low income: decreased Tier 3 by 19%, increased Tier 1 by 15%

- Special Education: decreased Tier 3 by 16%, increased Tier 1 by 8%

Math

Tier 1:

- High quality math instruction
- Standards-based curriculum with built in practice and assessment
- Use of math talks, math games, and other high quality instructional strategies to develop math fluency
- Focus on priority standards

Tier 2:

- Additional small group instruction in the classroom based on student need from assessment data and teacher observation provided by the classroom teacher or Rtl coordinators and trained paraeducators
- Online curriculum through iReady offers lessons that are targeted to student needs based on the assessment

Tier 3:

- One-to-one math instruction outside of the classroom

iReady Math data from Fall 2021 to Winter 2022:

- There was a 21% increase in students scoring on grade level.
- There was an 18% decrease in students scoring far below grade level.
- 30% of students have already met their one-year growth target. The growth target is set to indicate what one year's growth would be for an individual student. By exceeding their growth target already, those students are on track to make more than one year's growth, which is what is needed to close the achievement gap.

Elementary Math Student Groups Data:

Disaggregating diagnostic data by student groups in iReady shows that all student groups made progress. In all groups the number of students in Tier 3 decreased while the number of students in Tier 1 increased. However, all student groups except White and Hispanic/Latino remain below the district overall numbers. Interventions will continue with these student groups to ensure that students continue to make greater than average progress, helping to close the achievement gap.

Math student group growth data:

- White: decreased Tier 3 by 18%, increased Tier 1 by 31%
- Hispanic/Latino: decreased Tier 3 by 26%, increased Tier 1 by 15%
- English Learners: decreased Tier 3 by 25%, increased Tier 1 by 4%
- Low income: decreased Tier 3 by 25%, increased Tier 1 by 10%
- Special Education: decreased Tier 3 by 17%, increased Tier 1 by 11%

Middle School Response to Intervention Actions

English Language Arts

Tier 1

- Aligned priority standards
- English Language Arts program focuses on informational text, literature, and writing
- A variety of high impact reading instructional strategies help students master priority standards

Tier 2

- Intervention is built into the school day schedule
- Peer tutors are used to support students during the Tier 2 intervention
- Online iReady Reading Intervention software

Tier 3

- Tier 3 interventions are a course during the school day
- Read 180 & System 44 programs are research-based intervention programs used as the Tier 3 Reading Intervention programs at Mission Hill Middle School
- Achieve 3000 is the research-based intervention curriculum used at Branciforte Middle School

Middle School Reading iReady scores showed the following mid-year:

- a 9% increase in students scoring on grade level.
- a 9% decrease of students scoring far below grade level.
- 60% of students already meeting their one-year growth target.

Math

Tier 1

- Aligned priority standards
- College Preparatory Mathematics (CPM) and iReady Classroom Mathematics are used to teach the priority standards
- A variety of high impact reading instructional strategies help students master priority standards

Tier 2

- Flex period built into the day where math teachers teach a Tier 2 math intervention (typically a small class of 15-20 students)
- Peer tutoring during the Tier 2 intervention time
- Online iReady Math Intervention software to support math growth

Tier 3

- Mindset Math course supports students in building their foundational math skills and building students' Growth Mindset
- Branciforte Middle School groups English Learners during math class for intensive small group tutorials

Middle School Math Student Group Growth Data:

- White: decreased Tier 3 by 10%, increased Tier 1 by 10% (this is the exact same growth we see with this student group in reading)
- Hispanic/Latino: decreased Tier 3 by 13%, increased Tier 1 by 7%
- English Learners: decreased Tier 3 by 10%, increased Tier 1 by 1%
- Low Income: decreased Tier 3 by 14%, increased Tier 1 by 6%
- Special Education: decreased Tier 3 by 13%, increased Tier 1 by 4%

Middle School Growth Data:

Data from students who took the iReady diagnostics in reading and math in Fall 2021 and Winter 2022 (December/January) indicate substantial growth:

- a 9% increase in students scoring on grade level.
- a 9% decrease of students scoring far below grade level.
- 60% of students have already met their one-year growth target.

High School Response to Intervention Actions

English Language Arts & Math

Tier 1

- Aligned priority standards
- Standards aligned curriculum in all English & Math courses - English Curriculum Map (in progress) & College Preparatory Mathematics (CPM)
- A variety of high impact reading instructional strategies help students master priority standards (focus on teacher clarity and student self-assessment)

Tier 2

- Flex Period and After School Academic Support for ELA
- ELA Peer Tutors
- Math Plus Interventions (zero period & intervention periods built into the school schedules - varies by site)
- Math Plus Peer Tutors

Tier 3

- Read Plus & ELD Intervention Periods
- Achieve 3000
- Credit Recovery Teachers

From Fall 2021 to Winter 2022, there was a 3% growth in the percentage of students meeting and exceeding the grade level standards on the MAP reading English Language Arts assessment.

From Fall 2021 to Winter 2022, there was a 9% increase in the number of students scoring in the "On/Above" grade level range. When looking at students "Below" grade level, the percentage of students falling below grade level decreased by 11%.

High School

Fall to Winter Measures of Academic Performance (MAP) in math data shows growth for all students groups in Integrated I and III with steady and overall growth in Integrated II.

A-G Completion

It must be noted that there has been a marked increase for some student groups since the 2009-2010 school year:

All Students: 46% to 65%

White: 55% to 78%

Hispanic/Latino: 20% to 45%

African American: 29% to 52%

English Learners: 6% to 20%

Low Income: 20% to 51%

SCCS' overall cohort graduation rates are higher than the state average with 92% of our students successfully completing high school (state average is 87%). Other student groups showed a higher than average graduation rate as well:

African American: 92%

Hispanic/Latino: 90%

White: 93%

Low Income: 89%

21-22 Social Emotional Health Reflections: Successes

On our 2021-2022 LCAP Student Survey, there was an increase in students who "strongly agree" and "agree" that they feel connected and engaged with school. The number who agreed "somewhat" grew, while the percentage of students who disagreed that they felt connected remained steady for elementary students. This percentage grew for secondary students.

Elementary student answers from the Social Emotional Health survey show that a positive connection remains even in virtual learning, with 87% of students feeling thankful for the school; and 97% feeling thankful that their teachers are "nice."

Secondary students also showed some bright spots on the Social Emotional Health survey in the areas of friendship, gratitude and optimism:

"I would describe my satisfaction with friendships as very satisfactory or satisfactory": 77%

"I am thankful for so much in my life": 90% felt this way often

"Overall, I expect more good things to happen to than bad things": 63% felt this way often

Both elementary and secondary students show some improvement in positive responses on the 21-22 Social Emotional Survey in these areas:

Elementary:

"I feel connected and engaged with school": 80% (13% improvement)

Secondary:

"I feel connected and engaged with school": 51% (8% improvement)

"I am satisfied/very satisfied with my school experience": 52% (14% improvement)

On the 2021-2022 Elementary Student LCAP Survey, students reported feeling supported at their school:

"I feel that the school recognizes and values student accomplishments": 82%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 77%

"I feel that teachers and administrators care about all students": 87%

Secondary students continued to feel supported and cared for at school on the LCAP Survey: "I feel that teachers and administrators care about all students": 63%

SCCS Staff

Working Conditions Survey 21-22

Overall results from the certificated Working Conditions Survey are strong, and show a slight increase from 20-21 in some areas:

Sufficient resources are available for professional development in my school: 83% (1% increase)

An appropriate amount of time is provided for professional development: 80% (4% increase)

In this school, follow up is provided from professional development: 76% (1% increase)

Facilities

In 21-22, 11 out of 11 schools were determined as "Good" (highest rating) on the Facilities Inspection Tool (FIT).

Reflections: Identified Need

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

We recognize that students grew in a myriad of ways during distance and hybrid learning in the areas of individual agency, self-advocacy and technological skills. Additionally, many students were able to maintain and grow academically. Yet, upon our full return to school in 21-22, it was obvious that our mental and academic supports for students had to be strong, strategic and thoughtful. Our efforts continue to have a sense of urgency as we work to fill learning gaps and support students in their adjustment from virtual learning to working, collaborating and socializing with others.

Academic Needs

Elementary Reading - iReady Data

In all groups the number of students in Tier 3 (far below grade level) decreased while the number of students in Tier 1 (on or above grade level) increased. However, all student groups except White and Hispanic/Latino remain below the district overall numbers. Below are the percentages of Student Groups on or above grade level on iReady Reading from Fall 2021 to Winter 2022:

White: 51%

Hispanic/Latino: 33%

English Learner: 12%

Low Income: 31%

Special Education: 26%

Elementary Math - iReady Data

Math iReady data shows a similar pattern from Fall 2021 to Winter 2022, with all student groups scoring lower than on iReady Reading:

White: 45%

Hispanic/Latino: 18%

English Learner: 5%

Low Income: 16%

Special Education: 17%

Overall, student groups fare comparatively lower compared to our White student group on both iReady Reading and Math.

To address these performance gaps, the following intervention and supports were implemented in 2021-22. It must be noted that some of these actions are newly funded through COVID relief funding while other actions have continued from previous years as they have been evaluated as positively impacting student performance:

- 1.0 Rtl Coordinator at each elementary site
- 1.0 Math Rtl Coordinator at each elementary site (new in 21-22)
- After school tutoring (additional staffing/hours added in 21-22)

- Online academic and intervention programs in reading and math
- Additional trained paraeducators to support small groups at each site (new in 21-22)
- Summer school program offered to students in need of continued academic support to address summer learning loss

In light of our lower math assessment scores, the Math Rtl Coordinator has been an invaluable resource for students and teachers, and have worked diligently this year in mining math data, implementing math interventions and monitoring individual student progress as well as supporting instructional math practices for teachers.

Middle School Reading - iReady Data

While our iReady reading data shows substantial growth, when compared to our district overall averages all student groups remain below the district overall numbers (with the exception of the White student group).

White: 55%
 Hispanic/Latino: 30%
 English Learner: 5%
 Low Income: 31%
 Special Education: 16%

A similar pattern is found in the Fall 2021 to Winter 2022 iReady data for middle school:

White: 34%
 Hispanic/Latino: 16%
 English Learner: 2%
 Low Income: 13%
 Special Education: 6%

Middle School has addressed these performance gaps in a myriad of ways. Like elementary, some of these actions have been an integral part of our MTSS program while others are newly funded through COVID relief funding:

- Full time Rtl Coordinator at each site
- Peer Tutoring supported by a site Peer Tutoring Coordinator (new in 21-22)
- Reduction in class size (new in 21-22)
- Additional .2 ELD Newcomer Release at each site (new in 21-22)
- Additional .2 ELD Newcomer section at each site (new in 21-22)
- Increased small group tutoring
- Online iReady Reading Intervention software (new in 21-22)
- Read 180 & System 44 programs
- Mindset Math

Gaps remain between student groups in successful A-G completion:

2021 A-G Successful Completion by Student Group: Will update in June, 2022

All Students: 65%

White: 78%

Hispanic/Latino: 45%

African American: 52%

English Learners: 20%

Redesignated English Learners: 53%

Low Income: 51%

Special Education: 13%

Our commitment to increasing numbers for all groups remains a focus with policies and actions that support this focus, including open access to Advanced Placement courses, tutoring and support for unduplicated students, increased AVID course offerings and A-G Career Technical Education (CTE) courses.

SCCS' overall cohort graduation rate is higher than the state average and has been steadily increasing over the last five years, some student groups are not graduating at the same levels as compared to our Overall and White student groups:

20-21 Graduation Rates (21-22 rates will be added in June, 2022)

Overall: 92%

White: 93%

Hispanic/Latino: 90%

African American: 92%

English Learners: 74%

Low Income: 89%

Special Education: 78%

Homeless Youth: 85%

Increased efforts to address this discrepancy as well as raise our overall graduation rates for all students has included the following:

- A full time Credit Recovery Teachers at each high school
- Summer Credit Recovery program
- After school tutoring and intervention
- Embedded interventions within the school day

Additionally, our high school campuses continue to focus on equitable grading practices and partner closely with S5C's grading efforts, including the formation of Action Research groups with these outcomes:

- Grades should communicate students' current levels of learning based on standards
- Homework should serve as ungraded practice
- Students should have had multiple opportunities to demonstrate their learning

Additional Target Support and Improvement (ATSI)

In 2019, Bay View Elementary was designated for ATSI based on their 2019 California Dashboard ratings in the areas of math (Special Education student group), English Language Arts, chronic absenteeism and rate of suspensions. Schools are eligible for ATSI if they have one or more student group(s) that for two consecutive years (based on the 2018 Dashboard and 2019 Dashboard) meet(s) the same criteria as applied in determining eligibility for the 'CSI-Lowest Performing Schools' category. In the absence of a comprehensive California School Dashboard due to COVID, Bay View remains in ATSI status.

Comprehensive Support and Improvement (CSI)

SCCS' continuation high school, Costanoa High School, was eligible for CSI due to all Dashboard indicators being red (English Language Arts, math, Chronic Absenteeism, College and Career readiness, Suspensions) and a graduation rate of less than 67% on the 2019 California Dashboard. The Costanoa staff has developed a comprehensive plan to address the school's CSI status. Like Bay View, Costanoa remains in CSI due to the absence of a California School Dashboard.

Social Emotional Needs

All school sites reported a higher number of students who were in need of mental health support upon our return from distance/hybrid learning in 21-22. Though survey results showed felt positively about re-engaging with school and with others, the transition from being isolated to being in-person caused some students to struggle with socialization and emotional regulation. Our secondary Social Emotional Counselors, Social Workers and administrators reported high levels of needs. Though elementary survey results showed students feeling positively about themselves and their schools, there were an overall increased number of behavioral referrals and behavioral incidents. Additionally, secondary students reported lower feelings of positivity on both the Social Emotional and LCAP student surveys:

Social Emotional Survey Data:

"I am satisfied / very satisfied with my school experience": 52%

"On most days I feel enthusiastic": 46%

"I feel I belong to a community": 51%

Secondary Student LCAP Survey results:

"I feel connected and engaged at school": 51%

"I feel that the school recognizes and values student accomplishments": 51%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 63%

"I feel that teachers and administrators care about all students": 60%

In order to address these needs, the following will be implemented in 22-23:

- New MTSS Health & Wellness Coordinator for 22-23 MAA (Medi-Cal Funding)
- Elementary will completely adopt the Second Step social emotional health curriculum.
- Professional learning plan for PBIS techs to strengthen capacity.
- Implementation of the Thriving Youth Community Grant to address student substance abuse.
- Ensure students in need of social emotional and other supports have warm hand offs to community agencies and services.
- Provide all secondary students with instruction in Title IX, sexual harassment, active consent and dating safety.
- Provide parent education on health related issues including vaping, drug use, suicide prevention and safe use of social media.

Our current needs, though greater because of the pandemic, are anchored within our MTSS priorities that continue to frame our planning and work:

Academic Literacy: All students will engage in daily relevant, complex reading, writing, speaking and listening across all content areas so they can build knowledge, engage in collaborative, academic discussions, and support a position with evidence.

Mathematics: All students will develop conceptual understanding, procedural skills and fluency that they will apply to make sense of mathematical problems and persevere in solving them.

English Learner Progress: All Ever English Learners (IFEP, RFEP, ELs) will have academic success and social emotional well being in an asset based, needs responsive learning community and will participate fully in our schools and graduate ready for college and career.

School Connectedness: All students will be connected to school, empowered, challenged, and supported in their personal and academic growth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through analysis of our state and local data, input from students, parents, teachers, counselors, Response to Intervention (Rtl) Coordinators, instructional coaches, classified staff, administrators and research on effective practices, our LCAP was developed to include the following programs and services to support all students:

Our primary focus is using Multi-Tiered Systems of Support (MTSS) to ensure the success of all students. Every grade span is implementing tiered academic and social emotional supports to remove obstacles to achievement. These supports include Rtl Coordinators and paraeducators who directly support students. In our elementary schools, Rtl Coordinators will continue to support students who need Tier 2

and 3 interventions both in and outside of the classroom in small groups. For Tier 1, our elementary teachers will continue to implement Benchmark Workshop with a new focus on Writing Workshop to achieve a Balanced Literacy approach in our schools. In middle schools, an expansion of reading and math supports will occur with the continued implementation of iReady. At high school, a focus on a scope and sequence and essential standards for English Language Arts will serve to align best practices around this core subject as well as provide a rigorous and guaranteed English Language Arts curriculum to all high school students in the district.

Additional COVID resource funding has allowed us to expand Tier 1 and 2 academic efforts and supports for all students, but particularly English learners, Low Income and Homeless/Foster Youth. These actions include the following:

Elementary

- A full-time Math Rtl Coordinator at each elementary school
- iReady My Path Math Intervention on line program
- Math & Literacy Online Programs including Lexia, Zearn, iReady, iStation

Middle School

- Additional .2 AVID section at each site
- Additional .2 Newcomer section at each site to allow for specific Newcomer instruction
- .2 FTE certificated release to provide Newcomer support to teachers in modifying curriculum and also provides direct push in supports to students as well as small group pull out
- After school tutoring
- Math & Literacy Online Programs including iReady, Learning Ally, Pear Deck, Screencastify, Ed Puzzle, Equatio and New York Times
- Peer Tutoring

High School

- A full-time credit recovery teacher at each site
- Small Group In-Person Tutoring
- Additional Math & ELA Plus Intervention Sections
- Additional Bilingual Para Educators
- Math & Literacy Online Programs, including Measures of Academic Progress, Edgenuity and Learning Ally

Rtl Coordinators, who are key to our elementary and secondary Rtl programs, have been maintained.

In auditioning to strengthening our core Tier 1 academic programs, additional funding has also allowed us to add Teachers on Special Assignment who have helped to drive many efforts forward. These include a part-time English Learner TOSA, English Language Arts TOSA and Social Studies TOSA as well as a full-time Computer Science for All TOSA (grant funded). Our part-time grant writer has procured over \$1.6 million dollars in grant funding for the district to date that directly impact student programs.

As we continue to rebound from the pandemic, we have been able to implement strong professional development designed to move our district forward as well as align efforts across sites. Representative teachers now serve on Curriculum and Assignment Teams at all grades spans in elementary and in core subject areas in secondary. Additionally, a district English Learner Leadership Team has worked on identifying new curriculum for our English Learner program, and our district's English Learner Master Plan is slated to be updated and completed by June, 2022.

Curriculum & Assessment Team General Overview:

As part of the district's emphasis on high impact instructional strategies, this fall, Curriculum and Assessment Teams were formed with teacher leaders at each grade span. These teacher leaders received training by Larry Ainsworth on Rigorous Curriculum Design, a research-based process for:

- determining priority standards in each content area at each grade level
- unwrapping these standards (a process used to understand the level of rigor and skills needed to be proficient in the standard)
- creating formative assessments aligned to the established priority standards
- creating scoring guides/rubrics aligned to the established priority standards

The 2021-22 districtwide goal for these teams is to establish priority standards for each grade level in their content area focus, unwrap the priority standards, and create four common formative assessments to be implemented districtwide.

Elementary Curriculum and Assessment Team

In addition to our established progress monitoring assessments like Fountas & Pinnell (F&P) and iReady, the Elementary Curriculum and Assessment Team was tasked with designing formative assessments that will be used daily in classes. These formative assessments help teachers to understand what needs to be retaught or what can be skipped because students already understand.

21-22 Elementary Curriculum and Assessment Team:

The Curriculum and Assessment team is made up of grade span representatives from all the district's TK-5 schools. The team has been tasked with identifying essential standards and designing assessments and communicating the work to colleagues on site, bringing back site specific concerns to the team. The team has met 1-2 times per month for 2 hours at each meeting.

The team chose to focus on writing to ensure assessments matched the new district literacy curriculum. The team has been working on the following:

- Rubrics in informational, opinion and narrative writing to create a rubric that scales up TK-5 and gives high quality data for teachers to use when planning instruction
- Prompts for each assessment that are linked to the Benchmark Workshop curriculum
- Protocols for testing to ensure that assessments are being given in the same manner
- Anchor papers for each of the three assessments to provide examples of what writing is at each of the rubric levels, so that grade levels can calibrate their grading, making scoring more consistent across the district
- An Assessment Calendar was built for next year as well as a plan for professional development in using the new writing assessments

In 22-23, the Elementary Curriculum and Assessment Team will:
Develop four common assessments in Science and Social studies.
Design an updated report card to reflect identified priority standards.
Implement 2 lesson study cycles at each grade level.
Develop a plan for piloting History-Social Science in 2023-24.

The Middle School Curriculum and Assessment Teams accomplished the following in 21-22:

- Created a Road to Reclassification protocol for English Language Learners where students self-assess their skills and set goals for themselves in academics and on the ELPAC.
- Established priority standards for Informational, Literature, Writing, Language, Speaking & Listening in English Language Arts. Additionally, created one to two standards aligned assessments and rubrics, depending on the grade level. This team is also working on a district wide curriculum maps aligned to priority standards in lieu of a textbook adoption.
- Established Priority Standards for each grade level in History Social Science and created one assessment and rubric, using a skills menu approach for the assessments so that there are multiple assessments for each standard.
- Established Priority Standards in Math including one to two assessment banks aligned depending on the grade level including rubrics.
- Identified Priority Standards in Science focused on Science and Engineering Practices.
- Created standards-based units and assessments for World Languages.

For 22-23, the Middle School Curriculum and Assessment Teams have planned the following:

- Teachers will administer four common assessments with scoring guides in math, ELA, social studies, science and world language; debrief the assessments and revise as needed
- Develop district curriculum maps in English Language Arts
- Implement two lesson study protocols in each course (math, ELA, social studies, science & world language)

In 21-22, the High School Curriculum and Assessment Teams included a few staff members from each high school for each content area. The following are the accomplishments of each content area to date:

English Language Arts

- Established priority standards for Informational, Literature, Writing, Language, Speaking & Listening
- Created one to two standards aligned assessments & rubrics, depending on the grade level
- Discussing the possibility of a district wide curriculum map aligned to priority standards in lieu of a textbook adoption

History Social Science

- Established Priority Standards for each grade level
- Created multiple assessments for two different standards (using a skills menu approach for the assessments so that there are multiple assessments for each standard)

- Created two rubrics aligned to priority standards

Math

- Revised established Priority Standards
- Created four summative assessments for each course
- Worked on four formative assessments for each course

Science

- Identified Priority Standards established for each grade level, all focused on Science & Engineering Practices.
- Depending on the course, created one to four scoring guides.

World Language created districtwide standards-based units & assessments.

For 22-23, the High School Curriculum and Assessment Teams have planned the following:

- Teachers will administer four common assessments with scoring guides in math, ELA, social studies, science and world language; debrief the assessments and revise as needed
- Develop district curriculum maps in English Language Arts
- Implement two lesson study protocols in each course (math, ELA, social studies, science & world language)

Social Emotional Health

COVID resource money has also allowed us to strengthen our social emotional and mental health efforts at each site. We now employ a full time Licensed and Marriage Family Therapist (LMFT). Social Workers, Social Worker Interns and Positive Behavioral Intervention and Supports (PBIS) aides have all been maintained in the 22-23 LCAP. Additionally, elementary has added Soul Shoppe to their repertoire, and middle school uses the Second Step curriculum to support good decision making and empathy.

.2 FTE counseling support at both middle schools has ensured students' needs are addressed and to work to better connect 6th - 8th grade students to school with a strategic focus on connecting our English learners, Foster Youth, Students in Transition (experiencing homelessness) and low income students. Social Work / MFT Interns provide social emotional counseling and support with a particular focus on unduplicated students' needs. Social Workers work to remove obstacles to school success focused primarily on unduplicated pupils and their families through Tier 3 interventions and wraparound support.

Elementary school counselors and teachers have been using the Second Step curriculum; this year they are piloting Soul Shoppe, a newer SEL curriculum. At the end of the year, there will be an evaluation and decision made to determine what curriculum all sites will use in future years.

Middle schools are implementing Positive Behavior Interventions and Supports (PBIS) and Branciforte Middle Schools is using Second Step Middle School digital program, which contains four units: Mindsets & Goals; Recognizing Bullying & Harassment; Thoughts, Emotions &

Decisions; and Managing Relationships & Social Conflict.

K-8 staff have been trained in PBIS and Zones of Regulation and are implementing the programs. High school staff have been trained in Trauma Informed Instruction and Restorative Justice and are implementing at all sites.

We have School Community Coordinators at all of our sites except for Westlake Elementary. Community Coordinators serve as a liaison between the district personnel, students, parents, community and public agencies; may perform supplementary paraprofessional duties in the areas of attendance, discipline and health; coordinate and conduct various community engagement activities to support the academic achievement of students; communicate effectively both orally and in writing in English and Spanish. Families regularly report that this position is critical to supporting their access to school and to community resources.

Our SCCS Task Force meets monthly with a goal to provide continuing support to our LGBTQ+ community. Task Force members include the Director of Student Services, school site administration, staff from local community organizations including Safe Schools Project, Positive Discipline Community Resources, and the Diversity Center.

Beyond SST has been piloted and will be implemented in 22-23 and will allow for digital documentation, collaboration, consistency and alignment for SSTs and 504 plans.

With MAA reimbursements (Medi-Cal Administrative Activities), SCCS will also onboard an MTSS Health and Safety Coordinator *who* The Safety and Wellness Coordinator who will work closely with site administrators and students in all aspects of student safety, behavior and wellness, including the management of Title IX, expulsions, district behavioral systems (including Restorative Practices and Positive Behavioral Intervention and Supports), Trauma Informed Practices, attendance intervention systems, suicide prevention as well as positive consent training.

Additionally, SCCS will increase professional development for Social Emotional Health Counselors, Social Workers and PBIS Techs.

Comprehensive Support and Improvement

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

Schools Identified

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

Costanoa Continuation High School has been identified as Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

SCCS district is providing support to Costanoa Continuation School in the following ways:

- 1) SCCS wrote a 2nd Comprehensive School Improvement (CSI) grant in conjunction with the Costanoa administration team to continue to make additional funds available to Costanoa High School to aid in implementing their plan. The first grant resulted in \$170,123 and the second grant resulted in \$177,547.
- 2) SCCS is providing coaching and support to the Costanoa administration team through the Director of Secondary Curriculum, Instruction, and Assessment. Part of this support included reviewing student data and determining growth and next steps, support with enhancing the Costanoa Sustainable CTE Ag program, and implementing the MAP assessment system. The Director will continue to act as a partner and support provider as Costanoa implements the aspects of their plan that are related to curriculum, instruction, and assessment.
- 3) The district is supporting Costanoa in data collection and analysis and will continue to support by providing guidance as it relates to monitoring and adjusting the Costanoa CSI/SPSA.
- 4) The district is supporting Costanoa in their desire to expand Career Technical Education pathways as part of their CSI SPSA.

Monitoring and Evaluating Effectiveness

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

- 1) Measures of Academic Progress (MAP) Growth in Reading and Math - As part of the Costanoa CSI SPSA, Costanoa is implementing MAP Growth Reading and Math assessments for all students. These assessments will be used to demonstrate students' academic growth. This assessment will be given twice this year, in November and in the spring, to determine the number of students making adequate annual growth in each of these subject areas. This will be used as baseline data.

2) Students earning credits - As part of the Costanoa CSI SPSA, staff are focusing on both refining their system for monitoring credits earned and if students are staying on track or falling behind in their progress towards graduation. The Secondary Director of Curriculum will work with site admin to support with data collection and in using the student information system effectively to easily pull credit data.

3) Graduation Rate - As part of the Costanoa CSI SPSA, staff will be working with the comprehensive high schools to develop effective practices for referring students to Costanoa. The Director of Student Services will support this work and help both Costanoa and comprehensive high school counselors to determine criteria for referring students to Costanoa so students are not referred too late (being extremely credit deficient).

4) Enrollment data - The Director of Student Services will monitor Costanoa enrollment data and will supply comprehensive high school counselors with lists of students who may be good candidates for Costanoa based on being credit deficient and meeting the established criteria.

5) College and Career Indicator - The Secondary Curriculum Director is continuing to work with Costanoa to move towards having "High Quality CTE Pathways" available to students to help increase their College and Career Readiness. The Director of Student Services will support Costanoa in providing students with Dual Enrollment courses if possible.

6) MTSS self-analysis rubric - Annually the Ed Services district office team will support Costanoa in completing a self-analysis using an MTSS rubric, which will help inform Costanoa about areas of systems growth as well as areas of continued need.

7) Student, parent & staff surveys - The district will support Costanoa by providing disaggregated district survey information and will also support Costanoa in developing and/or having access to student, parent, and staff surveys to solicit feedback related to the identified areas of the CSI SPSA.

In working closely with Costanoa admin and staff, and in monitoring the above data, SCCS will monitor and evaluate the implementation and effectiveness of Costanoa's plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 21-22 school year, SCCS gathered input from families, students and staff. Using a variety of tools, we were able to garner input from all groups.

LCAP Family Survey (10/28/21-1/31/22): 1,131 respondents districtwide

LCAP Student Surveys (12/7/21-1/31/22): 251 respondents in grades 4 -5 and 1358 respondents in grades 6 - 12 (more than doubled response rate for students in grades 6-12 compared to 21-22).

LCAP Staff Surveys (10/29/21-12/5/21): 277 respondents

District Advisory Committee Meetings: 11/2/21; 3/1/22; 3/29/22; 4/26/22; 5/27/22

District English Language Advisory Committee (DELAC) LCAP Input Meeting: 3/7/22

Superintendent's Student Advisory on Race & Equity LCAP Input: Ongoing

Parent Leader LCAP Input Meeting: 3/2/22

District Budget Advisory Committee LCAP Input Meeting: 3/21/22

LCAP Input Sessions in Middle and High School AVID and Leadership Classes: March & April 2022

Principal and Assistant Principal LCAP Input Meetings - ongoing

Our input process also included consultation with the SELPA Director through monthly SEC meetings to inform services for our special needs students.

LCAP family, student and staff survey data and input from DELAC was shared with the District Advisory Committee, district leadership and site administration while updating the LCAP to ensure that priorities and budgeted resources directly connected to and informed goals, actions and services in the new LCAP. Additionally, site administration were given LCAP survey site-specific data to gauge the effectiveness of actions and services at their schools.

A summary of the feedback provided by specific educational partners.

Feedback from families, students and staff include the following trends:

Families:

Support programs during the school day are most impactful for students with the following supports deemed as most helpful:

- help with homework
- academic counseling
- support in math
- social emotional support staff and programs

Families stated that their students needed help the most in these areas:

- math
- writing
- social emotional health
- homework completion

District English Learner Advisory Committee (DELAC) feedback identified a need for more Newcomer student support and more training on best practices for English Learners.

Based on LCAP survey results, families felt most positively about the following:

Schools' recognition and value of student accomplishments: 75%

High expectations for students: 69%

Support for a child to do better and improve: 69%

School safety: 80%

Maintained and clean facilities: 72%

Courteous attention from site staff: 83%

Other input received include the following:

Desire for lower class sizes and not combination classes in elementary

Need for more college and career preparedness counseling

Need for more academic and social emotional support counseling

Satisfaction with extracurricular offerings

Satisfaction with art and music

Elementary Students:

Based on LCAP survey results, elementary students felt most positively about the following:

"When academics are challenging, I feel my school supports me well to do better and improve": 78% agree

"When I have problems or challenges, I feel that there are adults at the school to help and support me": 76%

"All students are well-supported to improve academically": 80%

"I feel safe at my school": 81%

"I feel that teachers and administrators care about all students": 84%

Students also identified needing additional help in these areas:

- Homework completion
- Math
- Writing

Students also identified "after school homework support" as the one support they most utilized at their school.

Secondary Students

Based on the LCAP survey results, secondary students felt most positively about the following:

"I feel safe at my school": 70%

"Teachers have high expectations for students": 67%

Students identified needing additional help in these areas:

- Homework completion
- Support in math
- Social emotional health
- Support in writing

Students also identified homework and math support during and after school as the supports they most utilized at their school.

Staff:

67% of staff feel that students are connected and engaged at their school

78% of staff feel their school recognizes and values student accomplishments.

73% of staff believe that their school supports students when academics become challenging.

77% of staff feel that adults support students when they have personal problems or challenges.

74% of staff feel that students feel safe at their school.

77% of staff feel that teachers have high expectations for students.

Staff identified the following as areas in which more support is needed for students:

- Writing support
- Math support
- Social emotional support
- Tutoring support

Staff also identified the following staff and programs as having a positive impact on student academic and/or social emotional health:

- Rtl Coordinators
- School Community Coordinators
- Social Workers
- Counseling
- Interventions during the school day

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input strongly supported our current tiered MTSS framework and the following will be continued in 22-23 (it is important to note that this list is not exhaustive and that some of these actions/staffing are supported through COVID relief funding):

- Rtl Coordinators (TK - 12) and Math Rtl Coordinators (TK - 5)
- Intervention offered during the school day as well as after school
- Peer Tutoring after school
- Social Emotional Counselors at secondary
- Social Workers and Social Worker Interns
- Additional ELD/Newcomer support
- School Community Coordinators
- Counselors
- School Community Coordinators

Additional actions influenced by educational partner input include the following:

As writing has been identified as an area of need by both staff and students, a part-time ELA TOSA has been hired to facilitate and oversee the work of the secondary Curriculum & Assessment Team as they create curriculum maps and develop common writing assessments.

Both staff and students gave strong verbal and written feedback that the online Naviance system was not meeting their needs. As such, the district will be moving to the CCGI (California College Guidance Initiative) online program which will provide students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and applications.

Additionally, as all groups identified social emotional health as an ongoing area of need, a full time MTSS Health and Wellness Coordinator has been hired for the 22-23 school year and will support Title IX, expulsions, district behavioral systems (including Restorative Practices and Positive Behavioral Intervention and Supports), Trauma Informed Practices, attendance intervention systems, suicide prevention as well as positive consent training.

Also addressing this need is increased professional developing for social emotional support staff:

- Professional learning plan for PBIS techs to strengthen capacity
- Professional Development Plans for LMFTs/LCSWs, Counselors, Nurses, Social Workers

Based on District English Learner Advisory Committee, student and staff input, the following actions are planned for 22-23 in the area of

English Learner support:

- English Learner Task Force Implementation and Revision of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support.
- Harbor High will add 2 additional Newcomer sections to their 22-23 master schedule to expand the program and accommodate an influx of newcomers this school year.
- All school sites will provide focused professional development on high impact integrated ELD strategies next year. The secondary schools will do this professional learning with support from a PD provider. We will use the August PD to launch, and then have follow up throughout the year at Wednesday PD days.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The metrics included in the CA School Dashboard and the UC/CSU A-G requirements are the metrics that currently determine "success" for college and career readiness as defined by the California Department of Education. While we have updated A-G requirement data for our graduates, we do not have an updated Dashboard indicator due to the pandemic. Other measures include graduation rate, Career Technical Education (CTE) participation and Advancement Placement participation.

Metrics show an under-representation of our Hispanic/Latinx, English Learner, Low Income and Students with Disabilities student groups in A-G completion, graduation rate and AP/Honors enrollment.

SCCS' CTE program offers an expansive set of courses for students both in and outside of our district. Much outreach to unduplicated students has occurred and is evidenced by the parity in student enrollment.

Over the years, Santa Cruz City Schools has invested in on-site academic counselors at our high schools to support students' college and career readiness. We currently have 3 full-time academic counselors at each of our comprehensive sites with a 1.0 academic counselor at Costanoa. Counselors at each of these sites support access of and support in A - G courses, Honors and Advanced Placement courses and planning for CTE pathways. Additionally, each site has a finely-tuned process for following up on students' credit completion, and credit recovery is offered in the regular school year as well as in the summer (3 additional Credit Recovery teachers were hired in Spring, 2021). Naviance, an online guidance program, was also implemented to support counselors in their work.

Stakeholder feedback has clearly stated that counselors support student success, and that a continuation of these roles is important. On the 2021-2022 Parent LCAP survey, 50% of parents identified school counselors as a role that "most supports my child in school" while 30% of parents identified counselors as a support their child "most needs." It must be noted that there were many competing supports and that parents were able to choose more than one.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate college and career readiness, we will continue to implement best practices and actions that will increase the buy-in and increased engagement and representation in our programs that prepare students for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) Scores	2020-2021 EAP College Readiness Scores 44.8% of 11th Graders scored College Ready on the EAP ELA 32.79% of 11th Graders scored College Ready on the EAP Math	2021-2022 EAP Scores not yet available.			By 2023-2024, there will be a 15% increase in the percentage of students who are College Ready on the EAP with a 5% increase each year.
A-G (UC/CSU eligible) Rates	2020-2021 Comprehensive High School Graduates A - G Completion All Students: 65% White: 78% Latinx: 46% ELs: 20% RFEP: 53% Low Income: 51% SpEd: 13%	A-G Completion not yet available.			By 2023-2024, there will be a 15% increase in the percentage of Hispanic/Latinx and Low Income who meet A-G requirements with a 5% increase each year for each group. By 2023-2024, there will be a 10% increase in the percentage of English Learners and Students with Disabilities who meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>A-G requirements with a 3.3% increase each year for each group.</p> <p>(California State Average for A-G completion is 48%)</p>
Graduation Rate	<p>2019 - 20 Adjusted Cohort Graduation Rate</p> <p>All Students: 92% White: 93% Latinx: 91% ELs: 74% Low Income: 89% SpEd: 78%</p>	2021-2022 Graduation Rate not yet available.			<p>By 2023-2024, graduation rates for significant subgroups will improve to meet or exceed the "All Students" rate of 91.7%.</p> <p>(California State Average for graduation rate is 87.6%)</p>
Dropout Rate	<p>2019-2020 adjusted cohort dropout rate (total students not percentage). Students may be duplicated in multiple student groups:</p> <p>Hispanic / Latinx: 9 English Learners: 3 Low Income: 8 Students with Disabilities: 3</p>	2021-2022 Dropout Rate not yet available.			<p>By 2023-2024, dropout rates will reduce to zero for all student groups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	There are a total of 14 dropouts for the district.				
AP and Honors Enrollment	<p>2020-2021 cohort - duplicated count (students are counted more than once)</p> <p>The percentage of student groups enrolled in High School Honors by demographic group:</p> <p>n=797 Hispanic / Latinx: 25% English Learners (RFEP Incl): 17% Low Income: 24% Students with Disabilities: less than 1%</p> <p>The percentage of student groups enrolled in High School AP by demographic group:</p> <p>n=2105 Hispanic / Latinx: 25%</p>	<p>2021-2022 cohort - duplicated count (students are counted more than once)</p> <p>The percentage of student groups enrolled in High School Honors by demographic group:</p> <p>n=1040 Hispanic / Latinx: 25% English Learners (RFEP Incl): 14% Low Income: 14% Students with Disabilities: 2%</p> <p>The percentage of student groups enrolled in High School AP by demographic group:</p> <p>n=1970 Hispanic / Latinx: 22%</p>			By 2023-2024, enrollment in Honors and Advanced Placement will increase by 9% with a 3% increase each year for each student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 16% Low Income: 21% Students with Disabilities: less than 1%	English Learners (RFEP Incl):13% Low Income: 15% Students with Disabilities: less than 2%			
CTE Participation SCCS overall student group enrollment for comparison 21-22 Hispanic / Latinx- 40% English Learners: 11% RFEP: 15% Low Income: 30% Students with Disabilities: 14%	2020-2021 CTE Participation n=1,379 Hispanic / Latinx: 39% English Learners 6% RFEP: 21% Low Income: 25% Students with Disabilities: 11%	2021-2022 CTE Participation n=1,773 Hispanic / Latinx: 37% English Learners: 6% RFEP: 18% Low Income: 24% Students with Disabilities: 11% SCCS overall student groups 21-22 for comparison: Hispanic / Latinx- 40% English Learners: 11% RFEP: 15% Low Income: 30% Students with Disabilities: 14%			By 2023-2024, CTE participation will continue to reflect student demographics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advancement Via Individual Determination (AVID) Participation and College Eligibility	<p>2020-2021 AVID A-G Successful Completion</p> <p>Percentage of AVID students who successfully completed A-G requirements: 90%</p>	<p>2021-2022 AVID A-G Successful Completion</p> <p>Percentage of AVID students who successfully completed A-G requirements: to be added June 2022</p>			By 2023-3024, the number of AVID students who successfully complete A-G requirements will be 100%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Accessibility, Support and Guidance for All Students	<p>Continue to provide a strong guidance program that serves to support all students in college and career readiness with a particular focus on A-G completion rates and CTE pathway completion for unduplicated students:</p> <p>Counselors assist in ensuring access to post-secondary college and career opportunities (Elementary- LCFF Base and Secondary-LCFF Supplemental & Parcel Tax).</p> <p>Provide 4 year planning workshops for all 9th grade students. Our counselors are specifically focused on ensuring that our English Learners, Title 1 students, and Foster Youth have access, opportunity, and support in these plans so that they are successful in being A-G ready and participate in AP/Honors courses.</p> <p>Facilitate strategies for improving A-G completion rates including ongoing transcript audits.</p>	\$2,424,179.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Refine our articulation efforts with our partner school districts – Live Oak, Soquel and the county’s four small districts, specifically monitoring our Title 1, English Learner, and Foster Youth needs.</p> <p>Use common assessments, Measure of Academic Progress (MAP) assessments and iReady assessments to monitor student progress on the standards, with a specific focus on English Learner and RFEP (Redesignated Fully English Proficient) progress.</p> <p>Continue to work with feeder districts and schools to implement and refine our data-based math placement process.</p> <p>Continue to implement Common Core Standards by following the Curriculum Master Plan to provide a broad course of study that will meet the needs of all students but is particularly designed to allow for accessibility and participation of unduplicated students in a rigorous, A-G course of study.</p> <p>Counselor .30 FTE (Small Schools) \$35,198 - LCFF Base Counselors .90 FTE (S) - \$97,135 LCFF Supplemental Counselors 6.40 FTE (4 E & 2.4 MS) \$746,349 Parcel Tax - Measure U Counselors 9.90 FTE (S) - \$1,199,663 Parcel Tax - Measure T Counseling Secretaries 3.00 FTE (S) \$271,880 Parcel Tax - Measure T Counselor .20 FTE (S) \$23,214 Title I (B40MS) Counselor 40 FTE (E) \$50,740 ESSER III Monarch</p>		
1.2	College and Career Opportunities for All Students through Career Technical Education Program	Continue to offer a broad Career Technical Education (CTE) program with participation that reflects district demographics with a particular focus on English Learners, Foster Youth, Title I and Special Education participation in Career Pathways.	\$2,049,694.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue to refine CTE program offerings and monitoring of effectiveness using our District CTE Plan and by annually completing the California State CTE rubrics based on the 11 Components of a High Quality CTE Program (Measure O).</p> <p>Continue to provide Career and Technical Education (CTE) courses at all comprehensive high schools and Costanoa (LCFF Supplemental, LCFF Base, Measure O, CTEIG, Perkins, Strong Workforce Grant).</p> <p>Increase number of Career Pathways at each comprehensive high school with an emphasis on supporting English Learners, Foster Youth, Title 1, and Special Education students to have access to these courses and pathways.</p> <p>Support increased enrollment and completion of Career Pathway options with an emphasis on supporting English Learners, Foster Youth, Title I and Special Education to have access to these courses and pathways.</p> <p>Increase work-based learning opportunities for high school students, as stated in our district CTE Plan.</p> <p>Formalize our industry partnership agreements and articulation agreements with Cabrillo, as stated in our district CTE Plan. Explore forging new partnerships with our local Chamber of Commerce as part of these efforts.</p> <p>District CTE TOSA to market CTE programs, study employment trends to inform programs, provide instructional support and complete compliance reports (CTEIG).</p> <p>\$30,000 Work Based Learning - CTE Grant \$21,500 Supplies CTE Grant \$100,921 PD CTE Grant \$32,815 Supplies & Field Trips SWF \$73,513 Perkins Grant</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>CTE Counselor 1.00 FTE (S) - \$144,869 Parcel Tax / Measure T CTE Teachers 9.40 FTE - \$1,117,232 - Parcel Tax / Measure T CTE Ed Techs .285 FTE - \$30,359 - Parcel Tax / Measure T</p> <p>CTE Teachers .80 FTE - \$98,200 - LCFF Base CTE Teachers .10 FTE - \$11,829 - Title I CTE TOSA 1.00 FTE - \$116,050 - CTE Grant CTE Teachers .97 FTE - \$117,262 - CTE Grant CTE IT Support .095 FTE \$10,670 - CTE Grant CTE Teachers .40 FTE \$45,922 - SWF Grant CTE Work Based Learning Coordinator .40 FTE \$17,212 - Strong Workforce Grant CTE Student Workers Extra Hourly Work \$7,340 - Strong Workforce Grant</p>		
1.3	Career and College Support Programs	<p>Continued expansion and implementation of Advancement Via Individual Determination (AVID) 6 - 12 (LCFF Supplemental) to support unduplicated students who are underrepresented or may be first in their family to attend college to be college-eligible and college-prepared. Expenditures for AVID include the following the following expenditures at Branciforte and Mission Hill Middle Schools and Harbor, Santa Cruz and Soquel High Schools:</p> <p>AVID UCSC tutors 40K & field trips: \$10,00 LCFF Supplemental AVID Contract: \$30,000 Title I AVID Teachers: .97 FTE (S) 115,416 LCFF Base AVID Teachers: .91 FTE (S) 89,455 LCFF Supplemental AVID Teachers: 1.6 FTE (S) 147,564 Title I AVID Teachers: .40 FTE (S) 43,105 ESSER II (3212) AVID Teachers:.53 FTE (S) 38,501 ESSER III (3213)</p> <p>Continued implementation of Naviance program to support student college and career readiness - \$31,761 - CTEIG/Strong Workforce Grant</p>	\$514,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Adoption of the California College Guidance Initiative (CCGI) provides a data and planning infrastructure that helps to increase postsecondary preparation and attainment for students in California. This will take the place of Naviance in 22-23 (\$0).		
1.4				

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Though challenged with the pandemic, in 21-22 SCCS worked diligently to provide uninterrupted service, support and programs for students to ensure college and career preparedness. Our counselors supported students through classroom presentations as well as one-on-one counseling sessions to provide students with the needed tools to be college and career ready after graduation. Counselors implemented the Santa Cruz County College and Career Collaborative School Counselor Handbook and implemented lessons in the areas of High School Navigation, 4-Year Planning, Course Selection and Career Exploration. Challenges to our counseling program included the disruption caused by required COVID testing during the winter surge as well as student absences due to quarantine and illnesses. Counselors addressed this by offering make up counseling sessions as well as incorporating virtual and telephone conferences with students. The hard work of our counselors and the fidelity of our counseling program is evidenced by the increased numbers of students (including unduplicated students) in successful A-G completion, increased participation in AP courses as well as increased graduation rates.

With the use of the new handbook curriculum, further calibration, articulation and alignment of practices are needed as we enter the 22-23 school year.

Transcript audits have been an important process for our counselors, Assistant Principals and other staff in order to study student patterns of achievement and to identify obstacles for students. This year, the necessary transition to Infinite Campus from Illuminate disrupted our normal process for these audits. As there were many issues and problems that occurred with the move to Infinite Campus, a great deal of hours were spent on identifying transcript issues, identifying how to resolve them and double checking these important documents. This troubleshooting took the place of our regular audit study sessions, and plans to continue these audits are in place for 22-23 with a clear timeline in place.

We continued to implement Naviance in 21-22 and the district will transition to the California College Guidance Initiative (CCGI) which is currently free of cost and will provide our students and staff with a data and planning infrastructure necessary for postsecondary preparation. We are looking forward to fully implementing CCGI as feedback from both teachers and students have strongly asserted that the Naviance platform is not user-friendly and difficult to navigate.

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

In 22-23, we were not able to fill all positions at all sites, include some AVID Tutors and Social Worker interns. Additionally, due to the pandemic, AVID field trips were not able to take place from each site based on the timing of the trips and the COVID surge that occurred in December through February.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1.1
Implementation of the new counselor curriculum has allowed for greater alignment between sites regarding student outcomes for college and career preparedness.

Action 1.2
Our CTE program continues to thrive and grow in SCCS. In addition to maintaining a strong CTE program at each of our comprehensive high schools and Costanoa, we have been able to expand. In 21-22, there were three new CTE grants totaling \$736,000 supporting Sustainable Agriculture, Bio Technology, Bike Tech and the expansion of Construction and Building pathway. Additionally, a new dual enrollment course with Cabrillo is now housed at SHS - Bio Tech 2. Our CTE courses also continue to show proportional representation of our district demographics and many of our unduplicated students are enrolled in a CTE course at our high schools.

Action 1.3
AVID is an important program and, in 21-22, SCCS has been able to expand the program with an additional AVID section at each of our middle schools. Both parent and student input has highlighted the importance of AVID for our unduplicated students in successful college eligibility as well as the work habits that students need to be successful at a four-year university. AVID methodologies are also widespread at our campuses and supports students with organization, successful completion of advanced courses and the college application process in the 12th grade year.

Action 1.4

Student feedback has indicated that Naviance did not have a positive impact on navigating the college application process and students reported wanted more 1:1 college admission support and help.

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

The following changes that resulted from reflections on prior practice are as follows:

- Expansion of CTE courses due to three new grants.
- Transition from Naviance to California College Guidance Cradle- to -Career platform.
- Transcript audit plan that will move audits up to September to ensure that we are proactive in addressing issues and obstacles for students as well as to ensure successful course completion, including through our credit recovery program.
- Metrics: in addition to tracking participation in AP courses, we will begin to closely monitor and track successful completion of both the course and the AP exam as we continue our work to open successful access to AP courses for our unduplicated students. Additionally, our A-G grant includes expanded tutoring for unduplicated students.
- Instead of demographic enrollment, AVID metrics will now track student enrollment in A-G and in AP/IB.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The need for social emotional supports for all students is a cornerstone of our MTSS program and a critical need. Currently, SCCS has a tiered social emotional program to respond to the needs of our students. Additionally, stakeholder feedback from families, students and staff has clearly communicated that students continue to need social emotional and mental health supports, and there is a deep concern that some students have been severely impacted by the effects of the pandemic, and positive responses on our LCAP Student Survey as well as our Social Emotional Health Survey show that though there has been some rebound, some students are still struggling, particularly at the secondary level.

Secondary Student survey results:

Social Emotional Survey Data:

"I am satisfied / very satisfied with my school experience": 52%

"On most days I feel enthusiastic": 46%

"I feel I belong to a community": 51%

Secondary Student LCAP Survey results:

"I feel connected and engaged at school": 51%

"I feel that the school recognizes and values student accomplishments": 51%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 63%

"I feel that teachers and administrators care about all students": 60%

Additionally, attendance rates have gone down due to COVID absences.

The actions in Goal #2 support our tiered MTSS framework which includes the following:

Tier 1 Social Emotional Programs and Systems

Social Emotional programs and systems are an integral part of our MTSS efforts TK-12. These programs support all students and are research-based and data-driven.

- TK - 5: Programs at this grade span include the Second Step Curriculum (instruction in social and emotional learning, i.e. empathy and emotion management), and Positive Behavioral Intervention and Supports or PBIS (a schoolwide, universal system in which students learn behavioral expectations and are recognized for positive behavior). Another program, Zones of Regulation, is a framework to support emotional regulation.
- 6 - 8: Positive Behavioral Intervention and Supports (PBIS) and Trauma Informed Practices
- 9 - 12: Programs at the high school include Restorative Practices and Trauma Informed Practices. Restorative Practices include a set of principles and practices that build community and restore relationships when harm has occurred. These practices support and complement current school initiatives and can be used to positively impact school culture, discipline, and academic needs. Trauma Informed Practices address chronic stress and trauma, and self care and regulation. These practices include trauma sensitive schoolwide protocols and classroom instruction.
- Social Emotional Health Counselors (Tiers 1 & 2)
- Counselor Classroom Presentations / Lessons
- Classroom Accommodations and Flexibility
- Secondary Mindfulness Activities
- Student Study Team (SST) referrals to determine targeted accommodations
- Student counseling referral forms available for all staff with a protocol for counselor response

Tier 2 Social Emotional Programs and Systems

Tier 2 programs and systems are in place to provide more individualized support to students who need more than they are receiving in Tier 1.

- Social Emotional Health Counselors (Tiers 1 & 2)
- Site Attendance Review Teams collaboration with social workers
- Counselor one-on-one guidance
- Small group counseling
- Social Emotional Health Survey Student Protocol (students are identified for intervention if answers indicate a critical need)
- Outreach to students impacted by COVID-19
- School Community Coordinators outreach
- Parent Network support classes

Tier 3 Social Emotional Programs and Systems

Tier 3 programs and systems are provided to individual students and deliver a more individualized approach than is available in Tier 2.

- Social Worker, interns outreach, support and home visits
- Referral to Encompass Community Services for intensive therapeutic counseling for students and families
- Referrals to other community organizations such as NAMI, Family Service Agency, Community Action Board, etc.

With MAA reimbursements (Medi-Cal Administrative Activities), SCCS will also onboard a MTSS Health and Safety Coordinator who The Safety and Wellness Coordinator will work closely with site administrators and students in all aspects of student safety, behavior and wellness, including the management of Title IX, expulsions, district behavioral systems (including Restorative Practices and Positive Behavioral Intervention and Supports), Trauma Informed Practices, attendance intervention systems, suicide prevention as well as positive

consent training.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social Emotional Health Survey Results	<p>Elementary Survey Data: "I feel thankful for my school": 87%</p> <p>"I feel thankful that my teachers are nice": 97%</p> <p>Secondary Survey Data: "I am satisfied / very satisfied with my school experience": 38%</p> <p>"On most days I feel enthusiastic": 45%</p> <p>"I feel I belong to a community": 48%</p>	<p>Elementary Survey Data: "I feel thankful for my school": 86%</p> <p>"I feel thankful that my teachers are nice": 96%</p> <p>Secondary Survey Data: "I am satisfied / very satisfied with my school experience": 52%</p> <p>"On most days I feel enthusiastic": 46%</p> <p>"I feel I belong to a community": 51%</p>			<p>In 2023-2024:</p> <p>Elementary Data: Continue high levels of students feeling thankful and that their teachers are nice (87% and above).</p> <p>Secondary Data: Students who felt satisfied with their school experience, enthusiastic and who felt that they belonged to a community will increase by 15% with a 5% increase each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Student Survey Results	<p>2020-2021 Elementary Student LCAP Survey</p> <p>"I feel connected and engaged with school": 67%</p> <p>"I feel that the school recognizes and values student accomplishments": 82%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 77%</p> <p>"I feel that teachers and administrators care about all students": 87%</p> <p>Secondary Student LCAP Survey: "I feel connected and engaged at school": 43%</p> <p>"I feel that the school recognizes and values student</p>	<p>2021-2022 Elementary Student LCAP Survey</p> <p>"I feel connected and engaged with school": 80%</p> <p>"I feel that the school recognizes and values student accomplishments": 73%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 76%</p> <p>"I feel that teachers and administrators care about all students": 87%</p> <p>Secondary Student LCAP Survey: "I feel connected and engaged at school": 51%</p> <p>"I feel that the school recognizes and values student</p>			<p>Elementary Data: Increase /maintain positive response trends each year so that all responses are at 85% and above.</p> <p>Secondary Data: Increase positive response rate for each question by 15% with a 5% increase each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>accomplishments": 52%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 58%</p> <p>"I feel that teachers and administrators care about all students": 63%</p>	<p>accomplishments": 51%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 63%</p> <p>"I feel that teachers and administrators care about all students": 60%</p>			
Attendance / Engagement Data	<p>2020-2021 Attendance Positive Percentage Rates</p> <p>Bay View Elementary: 95.2%</p> <p>DeLaveaga Elementary: 97%</p> <p>Gault Elementary: 94.6%</p> <p>Monarch Elementary: 97.6%</p> <p>Westlake Elementary: 96.9%</p> <p>Branciforte Middle School: 97.1%</p> <p>Mission Hill Middle School: 98%</p>	<p>2021-2022 Positive Attendance Rates - will be added June 2022</p> <p>Bay View Elementary: DeLaveaga Elementary: Gault Elementary: Monarch Elementary: Westlake Elementary: Branciforte Middle School: Mission Hill Middle School: Costanoa High School: Harbor High School:</p>			In 2023-2024, will reach at least 95% or above for all school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Costanoa High School: 86.3% Harbor High School: 97% Santa Cruz High School: 98.5% Soquel High School: 97.8%	Santa Cruz High School: Soquel High School:			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Support Staff	<p>To ensure the social emotional health of all students but, in particular, the acute needs of students who are English Learners, Low Income and Students with Disabilities, the implementation of strong social emotional systems throughout the district with increased staff:</p> <p>Counselors at each school site (See Goal #1)</p> <p>1.0 Social Emotional Counselor (LMFT/Mental Health Specialist) at each high school for social emotional support at each middle and high school and 1.0 at Costanoa</p> <p>Social Work / MFT Interns will provide social emotional counseling and supports with a particular focus on unduplicated students' needs</p> <p>Social Workers to remove obstacles to school success focused primarily on unduplicated pupils and their families</p> <p>Positive Behavior Intervention Support (PBIS) Technicians at each elementary school to support students needing Tier 2 and Tier 3 behavior training and support. These PBIS Technicians will be working</p>	\$1,996,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with their site PBIS teams to receive training to meet the needs of each student they support</p> <p>Continue .2 FTE counseling support at both middle schools to ensure students' social emotional needs are addressed and to work to better connect 6th - 8th grade students to school with a strategic focus on connecting our English Learners, Foster Youth and low income students.</p> <p>Professional learning plan for PBIS Techs to strengthen capacity.</p> <p>Professional Development Plans for LMFTs/LCSWs, Counselors, Nurses, Social Workers.</p> <p>Further build the capacity of Elementary Behavior Paraprofessionals to provide classroom support by creating a professional learning community for this team.</p> <p>Continue to build the capacity of School Community Coordinators to support family engagement through professional development.</p> <p>MTSS Health and Safety Coordinator: Title IX, expulsions, district behavioral systems (including Restorative Practices and Positive Behavioral Intervention and Supports), Trauma Informed Practices, attendance intervention systems, suicide prevention as well as positive consent training.</p> <p>Social Worker (E) .2670 FTE \$36,765 LCFF Supplemental Social Workers (S) 2.0 FTE \$264,481 LCFF Supplemental</p> <p>Social Worker Intern Stipends 4 @ Elementary = \$20,772 LCFF Supplemental 6 @ Secondary = \$31,158 LCFF Supplemental</p> <p>Behavior Tech PBIS (E) 5.20 FTE \$372,743 LCFF Base Behavior Tech PBIS (E) 1.625 FTE \$135,946 LCFF Supplemental</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Paraeducator Academic Intervention(S) .75 FTE \$26,416 LCFF Supplemental</p> <p>MTSS Health and Wellness Coordinator 1.00 FTE \$160,707 Local Funds (Medi-Cal Reimbursement)</p> <p>Social & Emotional MFT's (S) 6.0 FTE = \$947,359 ESSER II, III & CSI</p>		
2.2	County Collaboration to Strengthen Social Emotional Systems	Collaboration with County Office of Education on Foster and Homeless Youth Services through partnership with SIBHI (Schools Integrated Behavioral Health Initiative) to ensure that services and outreach throughout the county is coordinated, thoughtful and intentional throughout SCCS schools.	\$0.00	No
2.4	School Connectedness	<p>.4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School to promote school connectedness for all students and to promote and monitor school connectedness for English Learners, Foster Youth and Low Income students.</p> <p>Middle School School Connectedness/PBIS release/support periods (Branciforte .20 and MHMS .40) \$56,769 LCFF Supplemental</p> <p>School Connected Activities Director @ each HS (S) 1.30 FTE \$153,725 LCFF Supplemental</p> <p>Leadership @ HRHS (S).20 FTE \$21,091 LCFF Supplemental Site</p> <p>School Connected @ MS (S).60 FTE \$56,769 LCFF Supplemental</p>	\$231,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional Systems of Support	<p>Positive Behavioral Interventions and Support (PBIS) PBIS programs have been implemented at all elementary and middle school sites as a Tier 1 behavioral support system that focuses on clarity of behavioral expectations and positive reinforcement for positive behavior.</p> <p>Second Step Curriculum The Second Step curriculum is established at each elementary site and Branciforte Middle School. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning using universal, classroom-based, social-emotional learning curriculum for Kindergarten–Grade 8 that nurtures children's social-emotional competence and foundational learning skills.</p> <p>Restorative Justice Restorative Justice will continue to be explored and implemented at the high school level as a means to support building student community. High School staff will attend Restorative Justice trainings and determine how to begin/maintain implementation at their respective sites to decrease suspension and expulsion rates for secondary unduplicated students, with a particular focus on Hispanic/Latinx and low income students.</p> <p>Use of the Countywide Counseling Curriculum Handbook at secondary.</p> <p>Continued implementation of Trauma Informed Practices.</p> <p>Implement the Thriving Youth Community Grant to address student substance abuse.</p> <p>Revise Student Services Handbook to reflect MTSS tiered systems.</p> <p>Refine PBIS, Trauma Informed Instruction and Restorative Justice systems.</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue to explore funding for Secondary Wellness Centers and provide secondary food pantries supported by community agencies.</p> <p>Implement Beyond SST at all sites to support the academic, behavioral and social emotional needs of students.</p> <p>Implement the Companion Project Grant to help families connect to counseling/therapy services in our community.</p> <p>Ensure students in need of social emotional and other supports have warm hand offs to community agencies and services.</p> <p>Provide all secondary students with instruction in Title IX, sexual harassment, active consent and dating safety.</p> <p>Provide parent education on health related issues including vaping, drug use, suicide prevention and safe use of social media.</p> <p>Hold weekly parent networking and support meetings.</p> <p>Continue efforts of the LGBTQ Task Force to support a safe, welcoming environment at all schools including continued implementation of the Safe Schools Index.</p>		
2.6	Homeless Student Support Systems and Practices	<p>Continued support for homeless and Foster Youth in SCCS by providing needed materials for school as well as addressing basic needs.</p> <p>Student Services Administrative Assistant to manage outreach and support efforts for Homeless/Foster Youth (.12).</p> <p>Set aside funding for materials and resources to support homeless students.</p>	\$36,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Facilitate Boys and Girls Club enrollment during summer for elementary homeless students.</p> <p>Continue bus route that includes a direct pick up at shelter for homeless students and provide bus passes to students.</p> <p>Wellness Centers at each middle school with food, toiletries and other needed items for low income students and families.</p> <p>Mileage for staff outreach / home visits.</p> <p>Food Pantries at each secondary site for low income students and families.</p>		
2.7	Attendance Intervention Systems	<p>Student Services, site staff and Social Workers will continue to collaborate on systems that track and respond to students who are in danger of becoming chronically absent, including outreach, letters, counseling and home visits as needed to intervene on behalf of all students but particularly for students who are displaced, Homeless and low income.</p> <p>Attendance Intervention @ MHMS (S) .25 FTE 24,981 Site LCFF Supplemental</p>	\$24,981.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Social Emotional Health was a major focus in the 21-22 school year, and, like most districts, we were challenged by increased student mental health needs as well as increased needs from many of our families who were experiencing trauma, homelessness and food insecurity

as well as a host of other profound challenges. With the availability of COVID resource money, we were able to maintain and expand social emotional support staff at all sites.

In addition to counselors at all grade spans, we were able to hire a full time LMFT Social Emotional Health Counselor at each of our secondary sites. Our Social Workers and Social Work Interns also remained as part of our MTSS efforts and provided Tier 3 and wraparound services to our students with the highest needs. Our PBIS aides continued in their important roles at our elementary sites. Collaboration with County Office of Education on Foster and Homeless Youth Services through partnership with SIBHI (Schools Integrated Behavioral Health Initiative) to ensure that services and outreach throughout the county is coordinated, thoughtful and intentional throughout SCCS schools. We were also able to maintain .4 FTE Activities Director at each comprehensive high school as well as school connectedness release time for the middle schools and Costanoa Continuation High School to promote school connectedness for all students and to promote and monitor school connectedness for English Learners, Foster Youth and Low Income students.

Additionally, social emotional support programs such as Positive Behavioral Interventions and Support (PBIS) (TK-8), Soul Shoppe, Second Step Curriculum and the implementation of Restorative Justice and Trauma-Informed Practices were implemented at all grade spans.

Though we have strengthened and expanded our tiered social emotional supports at all grade spans, Food Pantries are still a work in progress. Currently, Food Pantries is a joint effort between our Student Services and Food Services departments. Our Food Services department continues to work extraordinarily hard in providing free meals to all students in our district. As such, and due to difficulties with hiring and retaining food services staff, establishing a system for providing food through Second Harvest Food Bank and New Leaf Markets at our school sites requires hours and staffing that we do not currently have. We are currently meeting to plan how we can resolve this issue of providing increased resources to our students and community with limited staffing.

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

In 21-22, Restorative Justice continued to be a focus and COVID resource funding was used instead of LCFF Supplemental dollars.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1

Increased social emotional health staff and expanded efforts strengthened our overall MTSS tiered program. The Second Step curriculum at elementary and the Social Emotional Counselors at secondary provided an increased level of support at all grade levels that was steeped in student needs and best practices.

At elementary, PBIS techs positively impacted student behavior on the playground as students adjusted to being social and play situations after distance and hybrid learning.

The result of these increased efforts led to a rebound in overall positivity and attitude on the Social Emotional Health and Student LCAP Survey.

Action 2.4

Activities Directors at the high school and release periods at the middle school for school connectedness allowed for the continuation of school activities as well as extracurricular activities for students who were in need of re-engagement and personal connections with peers.

Action 2.5

Elementary Principals consensually agreed to move from the Soul Shoppe program and fully adopt the Second Step curriculum which provides a guaranteed viable curriculum for social emotional health. At the secondary level it must be noted that a "restart" of PBIS and Restorative Justice practices needed to occur as students adjusted to being back to in-person learning. Though some students continue to struggle with this adjustment, teachers and administrators reported that, by mid-year, many negative behaviors that were observed in the beginning of the school year were lessening, and there was a positive rebound on our LCAP and Social Emotional Health surveys in relation to school engagement.

Discipline and behavioral issues that occurred in 21-22 demonstrated that secondary students were in need of instruction in Title IX, sexual harassment, active consent and dating safety.

Action 2.6

Strong attendance intervention systems were implemented during distance and hybrid learning

Student Services, sites and social workers will continue to collaborate on systems that track and respond to students who are in danger of becoming chronically absent, including outreach, letters, counseling and home visits as needed to intervene on behalf of all students but particularly for students who are displaced, Homeless and Low Income.

Action 2.7

The district continued to provide integral services and resources for our displaced and Homeless families and students. Currently, we have 75 students who have been identified as Homeless, and these students have received services that are ongoing from their first day in school. Services we have provided include food, clothing, shoes, medical services, transportation, social/emotional support, backpacks, school supplies, hygiene packs, and scheduling doctors appointments (dentist, eye, medical).

As evidenced by our LCAP Student Survey and our Social Emotional Health Survey, there was a rebound in student attitudes and positivity in 21-22.

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

The following changes that resulted from reflections on prior practice are as follows:

- New MTSS Health & Wellness Coordinator for 22-23 MAA (Medi-Cal Funding).
- Elementary will completely adopt the Second Step social emotional health curriculum.
- Professional learning plan for PBIS techs to strengthen capacity.
- Implement the Thriving Youth Community Grant to address student substance abuse.
- Ensure students in need of social emotional and other supports have warm hand offs to community agencies and services.
- Provide all secondary students with instruction in Title IX, sexual harassment, active consent and dating safety.
- Provide parent education on successful parenting strategies and health related issues including vaping, drug use, suicide prevention and safe use of social media.

For 22-23, an expansion of social emotional supports also includes the following:

Tier 1 Next Steps:

Continue Professional Development focus on:

- Trauma Informed Practices
- Restorative Practices

Continue implementation of:

- PBIS
- Social Emotional Health Survey

Tier 2 Next Steps:

- Site attendance review teams with social worker/intern
- Student Study Teams
- Broadening outreach to students and families
- School community coordinator outreach and support
- Continue additional MFT/Mental Health Specialist for each secondary campus

Tier 3 Next Steps:

- Social workers/interns outreach with in-person and telehealth counseling
- Encompass mental health clinicians on site one day per week at all high schools
- Referrals to Pajaro Valley Prevention and Student Assistance to support students with substance use
- Referrals to community organizations

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools believes that demographics should not determine outcomes. Strategic and concentrated work has occurred to address the learning gaps in our district. The focus of our MTSS effort is to create a rigorous academic program with a guaranteed, viable curriculum that works to ensure the success of all students. Our focus on Tier 1 first good instruction is to ensure that we are meeting the needs of the majority of our students, while those students who need more strategic and individualized support are provided through our Tier 2 and Tier 3 systems and programs.

In past years, CAASPP data and Dashboard data has shown that not all students are achieving at high levels, and that our English Learners, Low Income and Students with Disabilities are achieving at levels lower than their White and Asian counterparts. Though our 2019 CAASPP data showed definite positive growth for these student groups, our current concern is the effect of distance learning on students who face additional challenges due to lack of academic language, lack of personal resources and/or the challenges of a learning disability. Our current local data shows that though many groups have continued to grow in our virtual classrooms, the gap remains in both reading and math from elementary through high school for these groups. Additionally, our most current graduation data, A-G completion data and grade data show how these gaps directly affect college and career outcomes for these students. Current iReady data at the elementary and middle school levels also show performance gaps between students groups, with our English learners, Latinx and low income students performing at lower rates than our White and Overall students groups.

Though we have not eradicated differences in performance levels, we have seen a profound and positive impact on performance gaps due to our strong Rtl program. This year, our efforts have accelerated student growth across the board as evidenced in our iReady and MAP achievement data. In 22-23, we will continue districtwide implementation of our Rtl program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary iReady Reading & Math	<p>iReady diagnostic assessments were implemented in 21-22 and replaced Pioneer Valley.</p> <p>Fall 2021 Reading % of student group on grade level "n" = # of students in student group</p> <p>All: 36% n=954 Hispanic: 18% n=391 White: 36% n=785 EL: 2% n=181 Low Income: 15% n=344 Special Ed: 15% n=165</p> <p>Fall 2021 Math % of student group on grade level "n" = overall # of students in student group</p> <p>All: 15% n=1056 Hispanic: 4% n=446 White: 14% n=862 EL: 0% n=207 Low Income: 5% n=374</p>	<p>Spring Reading & Math iReady diagnostic assessments</p> <p>Spring 2022 Reading % of student group on grade level "n" = # of students in student group</p> <p>All: 59% n=951 Hispanic: 39% n=424 White: 57% n=777 EL: 19% n=210 Low Income: 36% n=346 Special Ed: 32% n=154</p> <p>Spring 2022 Math % of student group on grade level "n" = overall # of students in student group</p> <p>All: 52% n=1380 Hispanic: 29% n=649 White: 52% n=1098 EL: 16% n=287 Low Income: 31% n=450</p>			By 2023-2024, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 10% with a 3.3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Education: 6% n=174	Special Education: 28% n=210			
iReady ELA and Math (Middle School)	<p>Grades 6-8 iReady Reading & Math diagnostic assessments</p> <p>Fall 2021 Reading % of student group on grade level "n" = overall # of students in student group</p> <p>All: 46% n=926 Hispanic: 21% n=354 White: 45% n=784 EL: 0% n=99 Low Income: 20% n=299 Special Ed: 11% n=149</p> <p>Fall 2021 Math % of student group on grade level "n" # of students in student group</p> <p>All: 25% n=927 Hispanic: 9% n=353 White: 25% n=786</p>	<p>Grades 6-8 iReady Reading & Math diagnostic assessments</p> <p>Winter 2022 Reading % of student group on grade level "n" = overall # of students in student group</p> <p>All: 55% n=940 Hispanic: 31% n=359 White: 56% n=794 EL: 5% n=105 Low Income: 32% n=301 Special Ed: 16% n=144</p> <p>Winter 2022 Math % of student group on grade level "n" # of students in student group</p> <p>All: 35% n=927 Hispanic: 16% n=358 White: 33% n=788</p>			By 2023-2024, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 10% with a 3.3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 0% n=99 Low Income: 7% n=302 Special Education: 2% n=146	EL: 2% n=107 Low Income: 13% n=301 Special Education: 6% n=140 2022 CAASPP Data - to be added summer 2022			
Math Measures of Academic Performance (MAP) scores (formerly High School Math Checkpoints)	High School Math MAP Fall 2021 Fall 2021 Percentage of students approaching or above grade level by student group and course: Integrated 1 All: 56% (386/506) Latinx: 40% (119/297) White: 70% (219/312) Low Income: 45% (103/229) English Learners: 5% (3/64) Students with Disabilities: 19%(17/88) Integrated 2	High School Math MAP Winter 2022 (End of Year to be added in June 2022) Winter 2021 Percentage of students approaching or above grade level by student group and course: Integrated 1 All: 72% (366/506) Latinx: 61% (117/192) White: 81% (201/247) Low Income: 61% (95/155) English Learners: 24%(8/33) Students with Disabilities: 41%(23/56)			By 2023-2024, the percentage of overall students and student groups who score on or above grade level on the High School Math MAP will increase by 10% overall and in each student group with a 3.3 increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All: 70% (444/634) Latinx: 51% (139/274) White: 87% (251/289) Low Income: 55% (94/171) English Learners: 17% (9/52) Students with Disabilities: 44%(25/57)</p> <p>Integrated 3 All: 80% (277/346) Latinx: 61% (77/126) White: 90% (171/190) Low Income: 46% (46/79) English Learners: 21% (3/14) Students with Disabilities: 39% (9/23)</p>	<p>Integrated 2 All: 76% (237/305) Latinx: 57% (57/100) White: 86% (141/165) Low Income: 55% (37/67) English Learners: 19% (8/33) Students with Disabilities: 33%(10/30)</p> <p>Integrated 3 All: 85% (310/366) Latinx: 68% (71/105) White: 92% (205/223) Low Income: 73% (51/70) English Learners: 33% (3/16) Students with Disabilities: 67%(10/30)</p>			
Middle and High School Grades	<p>Middle School and High School Grades - D and F Rates</p> <p>Branciforte Middle School: 39.2% Mission Hill Middle School: 29.6% Harbor High School: 23.6%</p>	To be added June 2022			By 2023-2024, the percentage of students who receive a D or F will decrease by 9% with a 3% decrease each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Santa Cruz High School: 21.9% Soquel High School: 23.7%				
ELPAC Scores	2019 - 2020 ELPAC Grade Spans: K - 12 ELPAC Growth % of students who grew 2 levels: 2.17% % of students who grew 1 level: 19.86% % of students who stayed the same: 54.48% % of students who went back 1 level: 18.77% % of students who went back 2 levels: 0.72%	To be added August 2022			By 2023-2024, the percentage of students who grew 1 or more levels on the ELPAC will grow 15% with a 5% increase each year.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Elementary Rtl Program	SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but particularly for students who are English Learner, low income, Homeless and Foster Youth and Students with Disabilities. The following are implemented at Bay View, DeLaveaga, Gault and Westlake elementary schools:	\$1,757,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1.0 ELA RtI Coordinator at each school site. 1.0 Math RtI Coordinator for each elementary site.</p> <p>Academic Intervention para professionals for English Learner Support</p> <p>Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for Elementary, Middle and High School.</p> <p>Elementary - Lexia Reading– reading practice and intervention software that places students at their level and provides research-based instruction to improve their skills.</p> <p>English Learner Task Force Implementation and Revision of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support.</p> <p>While the services that RtI Coordinators and the Academic Intervention Technicians are open to any underachieving student, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students.</p> <p>Elementary Site targeted support funds address various goals and provide services and materials to unduplicated students as identified by sites and approved by both site councils and the Governing Board.</p> <p>Site Allocations Remaining Balances (E) \$273,270 LCFF Supplemental</p> <p>RTI ELA (E) 3.80 FTE \$461,060 LCFF Supplemental RTI Math (E) 4.00 FTE \$483,626 ESSER III</p> <p>Paraeducators (E) 2.96 FTE \$121,927 LCFF Supplemental Paraeducators (E) .1875 FTE \$6,057 Title I</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Paraeducators Academic Intervention (E) 3.56 FTE \$149,159 LCFF Supplemental</p> <p>Paraeducators Academic Intervention (E) 2.03 FTE \$79,827 Title I</p> <p>Paraeducators Academic Intervention (E) 5.05 FTE \$182,681 ESSER III</p>		
3.2	Secondary Rtl Program	<p>Rtl Coordinators will facilitate and implement needed interventions at secondary school sites to address graduation rate, drop out rate and A-G completion for unduplicated students.</p> <p>Math and English Language Arts Intervention Sections at each secondary school.</p> <p>Middle School - iReady My Path Math & Reading intervention program.</p> <p>Read 180 & System 44 intervention reading program to support Special Education as well as general education students who are 2 years or more below grade level in reading.</p> <p>Middle and High School - Achieve 3000 - Reading practice and intervention software that places students at their level and provides research-based instruction to improve their skills.</p> <p>Learning Ally - Provides reading support to aid Special Education, English Learners and students below grade level so they may access grade level novels and textbooks.</p> <p>Math Plus- Tier 2 middle and high school math interventions designed by SCCS math teachers.</p> <p>Bilingual paraprofessionals for English Learner Support</p> <p>Credit Recovery Program Staffing and Materials</p>	\$2,052,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>After School Intervention staffing focused on supporting our English Learners, foster students, homeless students, and low income students.</p> <p>Secondary site discretionary funds address provide services and materials for unduplicated students as identified by individual sites in their Single Plan for Student Achievement, which is approved by each school's Site Council and the Governing Board.</p> <p>Site Allocations Remaining Balances (S) \$312,368 LCFF Supplemental Credit Recovery Materials (S) \$4,500 LCFF Supplemental</p> <p>RTI ELA (S) 4.50 FTE \$501,964 LCFF Supplemental Certificated Academic Interventions (S) 4.247 FTE \$402,182 LCFF Supplemental Credit Recovery Teachers (S) 3.00 FTE \$335,564 ESSER III Bilingual Paraeducator Academic Intervention (S) .4375 FTE \$15,576 ESSER III Bilingual Paraeducator Academic Intervention (S) 3.875 FTE \$205,156 ESSER III Bilingual Math Tutors, Peer Tutors & HH Club Extra Hourly \$83,373 LCFF Supplemental Peer Tutor Stipends MS & HS = \$10,000 ESSER III</p> <p>After School Programs - Middle Schools Remaning Site Allocations - \$21,214 LCFF Supplemental Paraeducators After School (S) 1.00 FTE \$57,976 LCFF Supplemental Prog Coord After School (S) .45 FTE \$10,810 LCFF Supplemental</p> <p>IB Coordinator (S) .80 FTE \$87,000 - LCFF Base (Harbor High School)</p>		

Action #	Title	Description	Total Funds	Contributing
3.3				
3.4	Summer Programs	<p>Elementary, middle school and high school summer programs in math and literacy with a focus on intervention, enrichment, credit recovery and addressing learning gaps:</p> <p>Summer Programs 2022</p> <ul style="list-style-type: none"> • Elementary - \$248,142 - Title I & ESSER III • Secondary (Middle and High School) - \$231,496 - Title I & ESSER III 	\$479,638.00	No
3.5	English Learner Supports	<p>To address English Learner progress, additional staff and interventions will be embedded in the school day for all English Learners. This includes the revision of the district's English Learner Master Plan to systemize and plan ongoing curriculum, interventions and best practices for English Learners:</p> <p>.7 English Learner Teacher on Special Assignment</p> <p>Implementation of new English Learner Master Plan</p> <p>Newcomer Program Classes and Supports</p> <p>ELD Intervention/Support Classes</p> <p>Professional Development / English Learner Task Force</p>	\$283,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Elementary Newcomer Support at Bay View, DeLaveaga, Gault, Monarch and Westlake</p> <ul style="list-style-type: none"> Using Lexia English as a pilot support for Newcomer students. It blends listening and speaking with the reading and writing in Lexia. Students at Gault have the support of the newcomer teacher. Newcomers at other sites are supported as needed by the classroom teacher and Rtl support. <p>Middle School Newcomer Support at Branciforte and Mission Hill Middle Schools:</p> <ul style="list-style-type: none"> Additional ELD section and additional release period for case management and pull out. <p>High School Newcomer Support at Harbor High School:</p> <ul style="list-style-type: none"> Two additional Newcomer sections. Specially Designed Academic Instruction in English (SDAIE) in content areas. Newcomer support sections. <p>All Schools: All school sites will provide focused professional development on high impact integrated ELD strategies next year with the August PD to launch, and then have follow up throughout the year on Wednesday PD days.</p> <p>Newcomer, ELD & SDAIE Teachers (S) 1.8 FTE 219,289 LCFF Supplemental Newcomer Teacher (E) .50 FTE 46,319 Title III (LEP) Newcomer Release @MHMS .20 FTE 17,698 ESSER II (3214)</p>		

Action #	Title	Description	Total Funds	Contributing
3.6	Assessment Systems to Monitor Progress and Set Goals	<p>Use common assessments, MAP and iReady online platforms to monitor student progress on the standards, with a specific focus on English Learner, low Income and RFEP progress (COVID Resource Funding).</p> <p>Elementary Master Plan: iReady math & reading assessments \$19,000 - COVID Resource SB86 ESGI assessment \$8,282 ESSER III</p> <p>Secondary Master Plan: iReady - Reading MS - \$9,000 ESSER III MAP - Reading & Math \$26,000 ESSER III</p>	\$62,282.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

SCCS has a strong and established Rtl program facilitated by Rtl Coordinators at each site. Additionally, COVID resources also fund a full-time Math Rtl Coordinator at each elementary site. Services and actions that continue to be implemented to address performance gaps include the following:

Elementary:

- Implementation of Math and Reading intervention groups at all elementary sites.
- Use of iReady to determine eligibility for intervention.

It should be noted that Intervention groups are evaluated quarterly through Student Learning Teams. Students who have reached achievement levels are moved out, and new students are entered in as assessment indicates need. Rtl coordinators meet monthly to discuss best practices and make adjustments to instruction in intervention groups.

Secondary has implemented the following intervention programs to address the achievement gap:

- Math Plus - Tier 2 math intervention - student eligibility is based on math class grade, iReady/MAP scores, & teacher recommendation. iReady/MAP scores and class grades are monitored to ensure improvement. When students raise their math

class grade & iReady/MAP score, they exit the Tier 2 intervention, though some students elect to continue with the support because it helps them feel more successful and they see the value.

- Read 180, Achieve 3000 - Tier 3 reading interventions at our middle schools are monitored by reviewing student assessment data collected within these systems, monitoring iReady Reading score growth, & monitoring the students' English class grade. This is typically a 1 year intervention for students to boost their reading growth rapidly. Typically this takes the place of a student's elective.
- Read Plus - Tier 2 intervention at both middle and high schools designed by SCCS teachers to support students in increasing their reading skills and improving their English class grade. iReady/MAP and class grades are monitored to ensure student growth.

In addition to Math Plus, Read 180, Achieve 3000, and Read Plus sections listed above, secondary sites have added tutoring support both embedded during the school day and after school. Additionally, high schools each have a full time credit recovery teacher who runs an academic lab during the day to support students in recovering credits as well as give general academic support. Academic labs are also supported by classified staff hired as tutors and paraeducators.

The four comprehensive elementary sites also offer after school programs. DLV and Westlake have math programs staffed by high school tutors. BayView and Gault have support built into the FLEX after school programs. Both middle schools after school programs have been up and running all year and recently have added in additional math tutoring through a volunteer UCSC student volunteer program. All three high schools have their libraries open until 5 where tutoring supports are available

Use of iReady and MAP assessments is a cornerstone of our Rtl programs and allows for consistent identification of students who need tiered interventions.

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

Material differences occurred due to the difficulty in filling all positions, including Bilingual Math tutors. Additionally, some interventions and after school tutoring were paid for out of COVID resource funding.

An explanation of how effective the specific actions were in making progress toward the goal.

An important part of our MTSS work to address learning gaps is through the role of our LCFF-funded Response to Intervention (Rtl) Coordinators at each of our sites. The Rtl Coordinators track program and individual student data, and directly provide intervention or design interventions for students below grade level. Additionally, our Coordinators support teachers' implementation of intervention in their classrooms, and they also play a role in creating intervention programs offered before, during and after school. Recent local assessment data shows accelerated growth for students who participate in these interventions:

Elementary Growth data for 2021-22 school year

The iReady diagnostic assessments in reading and math in Fall 2021 and Winter 2022 indicate substantial growth. The data indicates that our response to intervention (Rtl) program is supporting student learning.

i-Ready data from Fall 2021 to Winter 2022:

- -There was a 17% increase in the percentage of students scoring on or above grade level.
- -There was a 12% decrease in the percentage of students scoring far below grade level.
- -48% of students have already met their one-year growth target. The growth target is set to indicate what one year's growth would be for an individual student. By exceeding their growth target already, those students are on track to make more than one year's growth, which is what is needed to close the achievement gap.

Reading student group growth data:

- -White: decreased Tier 3 by 13%, increased Tier 1 by 15%
- -Hispanic/Latinx: decreased Tier 3 by 16%, increased Tier 1 by 15%
- -English Learners: decreased Tier 3 by 26%, increased Tier 1 by 8%
- -Low income: decreased Tier 3 by 19%, increased Tier 1 by 15%
- -Special Education: decreased Tier 3 by 16%, increased Tier 1 by 8%

i-Ready Math data from Fall 2021 to Winter 2022:

- -There was a 21% increase in students scoring on grade level.
- -There was an 18% decrease in students scoring far below grade level.
- -30% of students have already met their one-year growth target. The growth target is set to indicate what one year's growth would be for an individual student. By exceeding their growth target already, those students are on track to make more than one year's growth, which is what is needed to close the achievement gap.

Math student group growth data:

- -White: decreased Tier 3 by 18%, increased Tier 1 by 31%
- -Hispanic/Latinx: decreased Tier 3 by 26%, increased Tier 1 by 15%
- -English Learners: decreased Tier 3 by 25%, increased Tier 1 by 4%
- -Low income: decreased Tier 3 by 25%, increased Tier 1 by 10%
- -Special Education: decreased Tier 3 by 17%, increased Tier 1 by 11%

Middle School Response to Intervention

Data from students who took the iReady diagnostics in reading and math in Fall 2021 and Winter 2022 (December/January) indicate substantial growth:

Middle School Reading: The data below represent the three tiers on diagnostic #1 (Fall 2021, August/September) and the most recent diagnostic (Winter 2022, December/January). The data indicates that from fall to winter:

- -a 9% increase in students scoring on grade level.
- -a 9% decrease of students scoring far below grade level.
- -60% of students have already met their one-year growth target.

Middle School Math Student Group Growth Data:

- -White: decreased Tier 3 by 10%, increased Tier 1 by 10% (this is the exact same growth we see with this student group in reading)
- -Hispanic/Latinx: decreased Tier 3 by 13%, increased Tier 1 by 7%
- -English Learners: decreased Tier 3 by 10%, increased Tier 1 by 1%
- -Low Income: decreased Tier 3 by 14%, increased Tier 1 by 6%
- -Special Education: decreased Tier 3 by 13%, increased Tier 1 by 4%

From Fall 2021 to Winter 2022, there was a 3% growth in the percentage of students meeting and exceeding the grade level standards on the MAP reading English Language Arts assessment.

From Fall 2021 to Winter 2022, there was a 9% increase in the number of students scoring in the “On/Above” grade level range. When looking at students “Below” grade level, the percentage of students falling below grade level decreased by 11%.

High School

Measures of Academic Progress Math Scores

% of student scoring on or above the average national norm:

Integrated 1

All: 56% (386/686)

Latinx: 40% (119/297)

White: 70% (219/312)

Low Income: 45% (103/229)

English Learners: 5%(3/64)

RFEP: 46%(64/140)

Students with Disabilities: 19%(17/88)

Integrated 2

All: 70% (444/634)

Latinx: 51%(139/274)

White: 87%(251/289)

Low Income: 55%(94/171)

English Learners: 17%(9/52)

RFEP: 53%(80/151)
Students with Disabilities: 44%(25/57)

Integrated 3
All: 80% (277/346)
Latinx: 61%(77/126)
White: 90%(171/190)
Low Income: 46%(46/79)
English Learners: 21%(3/14)
RFEP: 64%(55/86)
Students with Disabilities: 39%(9/23)

A-G Completion

It must be noted that there has been a marked increase for some student groups since the 2009-2010 school year:

All Students: 46% to 65%
White: 55% to 78%
Hispanic/Latino: 20% to 45%
African American: 29% to 52%
English Learners: 6% to 20%
Low Income: 20% to 51%

SCCS' overall cohort graduation rates are higher than the state average with 92% of our students successfully completing high school (state average is 87%). Other student groups showed a higher than average graduation rate as well:

African American: 92%
Hispanic/Latino: 90%
White: 93%
Low Income: 89%

Summer programs were fully implemented in 21-22.

Elementary iReady Data

In all groups the number of students in Tier 3 (far below grade level) decreased while the number of students in Tier 1 (on or above grade level) increased. However, all student groups except White and Hispanic/Latino remain below the district overall numbers. Below are the percentages of Student Groups on or above grade level on iReady Reading from Fall 2021 to Winter 2022:

iReady Reading
White: 51%
Hispanic/Latino: 33%

English Learner: 12%
Low Income: 31%
Special Education: 26%

iReady Math

Math iReady data shows a similar pattern from Fall 2021 to Winter 2022, with all student groups scoring lower than on iReady Reading:

White: 45%
Hispanic/Latino: 18%
English Learner: 5%
Low Income: 16%
Special Education: 17%

Our assessment system has served as a strong mechanism for supporting increased student achievement. These assessments allowed us to identify students in need of intervention, and gave teachers the tools to identify and implement instructional actions to respond to students who were performing below grade level. Additionally, many students were empowered by setting their own growth goals and our mid-year results on these standards tests are very strong and serve as a strong predictor of CAASPP achievement. This is especially profound in a school year where we had to accelerate learning due to the pandemic.

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

Due to the adoption of new assessment systems, some metrics will change for this goal. In elementary, this includes moving away from Pioneer Valley (which was implemented due to distance learning) to iReady Reading and Math diagnostic assessments.

Math Measures of Academic Progress (MAP) assessments has High School Math Checkpoints to allow for more in-depth, norm-referenced and aligned progress monitoring.

Because of the length of CAASPP testing, not all middle schools were able to administer the spring iReady assessment. With the strong correlation between iReady and CAASPP, 2022 CAASPP scores will be used in lieu of Spring iReady reading and math assessments at middle school.

English Learner Task Force Implementation and Revision of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support.

High School Newcomer Support:

Harbor High will add 2 additional Newcomer sections to their 22-23 master schedule to expand the program and accommodate an influx of newcomers this school year.

All school sites will provide focused professional development on high impact integrated ELD strategies next year. The secondary schools will do this professional learning with support from West Ed. The elementary sites will likely work with WestEd as well, but the plans have not been finalized. We will use the August PD to launch, and then have follow up throughout the year at Wednesday PD days.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools continues to implement a multi-year professional development plan based on the MTSS tiered framework. As classroom instruction is the single most important factor in student success, we are committed to supporting our team to collaborate and learn together so that they can continuously refine their practice to better serve students. Pre-pandemic, professional development teacher input meetings and surveys identified these areas as critical focus areas for teacher training:

21st Century Skills - 80%
Technology Integration - 73%
Convergence - 72%
Restorative Justice - 68%
UDL (Universal Design for Learning)/Differentiated Instruction - 67%
Visible Learning Strategies - 58%

In 21-22, after a careful study of student achievement data and staff input, our professional learning foci were in the following areas:

- Providing a guaranteed, viable curriculum throughout the district: teacher teams collaborated on identifying priority standards and designing common formative assessments.
- High impact instructional strategies and good first teaching (Tier 1): a Walkthrough Tool was co-designed by administration and staff and were based on Hattie's "Visible Learning."
- Multilingual student achievement: an ELD teacher team was formed and the district English Master Plan was updated and revised.
- Grading for equity: our secondary sites are actively working on revising grading practices so that they are fair, equitable and are standards-based.

For 22-23, we will continue to work on implementing these initiatives and have begun to see positive impact based on iReady assessment data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Working Conditions Survey	<p>20-21 Working Conditions Survey</p> <p>Percentage of Teachers who "Agree" with the following statements:</p> <p>Sufficient resources are available for professional development in my school: 82.3%</p> <p>An appropriate amount of time is provided for professional development: 76.6%</p> <p>Professional development offerings are data driven: 85.6%</p> <p>Teachers have sufficient training to fully utilize instructional technology: 61.9%</p> <p>Teachers are encouraged to reflect on their own practice: 92%</p>	<p>21-22 Working Conditions Survey</p> <p>Percentage of Teachers who "Agree" with the following statements:</p> <p>Sufficient resources are available for professional development in my school: 83%</p> <p>An appropriate amount of time is provided for professional development: 80.3%</p> <p>Professional development offerings are data driven: 83.8%</p> <p>Teachers have sufficient training to fully utilize instructional technology: 66.9%</p> <p>Teachers are encouraged to reflect on their own practice: 92.7%</p>			By 2023-2024, responses on these survey questions will reach or maintain a positive response rate of 85% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In this school, follow up is provided from professional development: 75.7%</p> <p>Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 86.6%</p> <p>Professional development is evaluated and results are communicated to teachers: 70.8%</p>	<p>In this school, follow up is provided from professional development: 76.4%</p> <p>Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 81.8%</p> <p>Professional development is evaluated and results are communicated to teachers: 66.1%</p>			
LCAP Staff Survey	<p>Students feel connected and engaged with my school: 76%</p> <p>Under-performing students are well supported to improve academically at my school: 71.3%</p>	<p>Students feel connected and engaged with my school: 66%</p> <p>Under-performing students are well supported to improve academically at my school: 54%</p>			By 2023-2024, responses on these survey questions will reach 80% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I feel there are enough supports for English Learners progress at my school: 52.5%	I feel there are enough supports for English Learners progress at my school: 38%			
LCAP Survey Prioritized Areas of Need	<p>Student engagement strategies</p> <p>Strategies to support students' social emotional health</p> <p>Strategies to support English Learners</p>	<p>The following strategies support student engagement, student social emotional health and English Learners:</p> <p>Student Engagement:</p> <ul style="list-style-type: none"> • Instructional Engagement Toolkit • Principal Walkthrough Tool • Rigorous Curriculum Design Training for Curriculum & -Assessment Teams • Priority Standards 			By 2023-2024, training and professional development will include outcomes/pedagogy/foci that are based on prioritized areas of need.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>collaboration/ work</p> <p>Social Emotional Health:</p> <ul style="list-style-type: none">• Trauma Informed Practices training• Positive Behavioral Intervention & Supports, Soul Shoppe, Second Step Curriculum and Restorative Practice <p>English Learner Supports:</p> <ul style="list-style-type: none">• Guided Language Acquisition Design (GLAD) training• English Learner District Teacher Team			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English Language Development (ELD) Professional Learning on Best Practices	<p>A rigorous professional development plan will address the needs of English Learners in the district through participation in research-based and data driven ELD pedagogy including an ELD TOSA to coordinate trainings and provide coaching. These trainings will be district -wide and for all teachers:</p> <p>Guided Language Acquisition Design (GLAD) Training for English Language Learners (Elementary)</p> <p>Dedicated ELD Curriculum Study & Development (Elementary)</p> <p>Integrated ELD & Designated ELD (Secondary)</p> <ul style="list-style-type: none"> • EL RISE! • CABE (California Association for Bilingual Education) • Accountable Academic Talk • EL PD Provider for 4-5 sites 	\$138,263.00	Yes
4.2	Site and District Curriculum Leadership Teams	District teacher leadership teams will continue to drive both site and district professional development and spearhead initiative that support our LCAP goals:	\$215,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Santa Cruz Instructional Leadership (SCIL): Continue to support and refine roles of Santa Cruz Instructional leaders (SCIL) The Santa Cruz Instructional Leadership Team (SCIL) districtwide will continue to support professional learning community work at all school sites (LCFF Supplemental).</p> <p>The Teacher Leader PLC will continue to support future school leaders through on-going trainings. The focus of these groups is on equity and ensuring, as instructional leaders, we are focused on closing the achievement gap.</p> <p>Establish districtwide Curriculum and Assessment teams to collaborate on essential standards, authentic and formative assessments, scope and sequence and curriculum design.</p> <p>SCIL Stipends (E) - 72,286 LCFF Supplemental SCIL Stipends (S) - 138,195 LCFF Supplemental</p>		
4.4	Professional Learning Communities and Site Professional Development	<p>In order to support integrated, districtwide efforts for unduplicated and Title I students, Title I allocations to support site intervention and training will be provided. Additionally, continued professional development in core content areas, academic language development for English Learners and support for Professional Learning Communities will continue to allow for focused and strategic collaboration at sites around student achievement:</p> <p>Site Allocations to Title I eligible schools to support professional learning goals in single plans for student achievement.</p> <p>Silicon Valley Math Initiative (SVMI) Membership to support continued professional development on the Common Core Mathematics standards and assessments (S5C Countywide Membership).</p>	\$84,184.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Continue to support our Teacher Leader PLC and work to support future school leaders through on-going training.</p> <p>Innovation PD (E) 25,716 - (S) 38,468 - Title I Innovation PD (S) 20,000 - Title IV</p>		
4.5	Educational Technology	<p>In order to systematize increased digital teaching and learning, including online programs for intervention and engagement, additional educational technology staff will support site efforts:</p> <p>Additional 2.0 Educational Technology Specialists will support, train and troubleshoot around technology at secondary school sites.</p> <p>Computer Science for All Teacher on Special Assignment will continue to provide ongoing training in Computer Science integration and provide professional development on educational technology (CS for All Grant).</p> <p>Ed Tech Specialists (S) 2.00 FTE \$204,201 ESSER III (3213)</p>	\$204,201.00	No
4.6	New Teacher Project Teachers on Special Assignment	<p>New Teach Project Teachers on Special Assignment will provide support monitoring and coaching of new teachers to attain clear teaching credentials at all school sites.</p> <p>Mentor Teacher 2.00 FTE - 216,420 LCFF Base Induction for new teachers @ COE (E) 20,000 & (S) 64,000 Title II</p>	\$300,420.00	No
4.7	Teachers on Special Assignment (TOSAs)	Teachers on Special Assignment to support professional development throughout the district with a focus on using instructional strategies	\$439,825.00	No

Action #	Title	Description	Total Funds	Contributing
	to support Professional Development for Excellence & Equity Plan	<p>and curriculum that meet the needs of and engage our English Learners, Title 1 students, and Foster Youth.</p> <p>.6 FTE History Social Social Teacher on Special Assignment (TOSA) works with History Social Science teachers to develop a district professional development and curriculum plan to support all history social science teachers in implementing the newly adopted California History Social Science framework (elementary & secondary).</p> <p>1.0 CTE TOSA focuses on CTE partnerships, recruitment, career pathways and support of the district's CTE program (secondary).</p> <p>.5 Computer Science and Educational Technology TOSA works on integration of computer science standards and on high impact instructional strategies using technology (elementary & secondary - see Action 4.5).</p> <p>.7 English Language Development TOSA has implemented the Road to Reclassification, supported ELD curriculum implementation and facilitates EL professional development (secondary)</p> <p>1.0 English Language Arts TOSA will work on supporting High School English teachers on an aligned scope and sequence based on priority standards, high impact strategies and common assessments (secondary).</p> <p>History Social Science TOSA .60 FTE 68,870 Esser III (3213) Career Technical Education TOSA 1.00 FTE 113,278 (6387) CS and Ed Tech TOSA 1.00 FTE 113,250 LCFF Base (0000) ELD TOSA .70 FTE 85,000 Title I (3010) ELA TOSA (S) .50 FTE 59,427 Esser III (3213)</p>		
4.8	Teacher Professional Development to	For 22-23, professional development will be focused on accelerated learning as well as the implementation of guaranteed viable curriculum	\$236,621.00	No

Action #	Title	Description	Total Funds	Contributing
	support implementation of the district's Equity & Excellence Plan	<p>for all students but with focus on English Learners, homeless/foster youth and low income students.</p> <p>Elementary Professional Development:</p> <ul style="list-style-type: none"> • Writer's Workshop Refresh • Curriculum and Assessment Teams (collaboration around priority standards and common assessments) • Release time for teachers to participate in lesson study and coaching cycles in ELD, Math, Computer Science and Literacy • Extra hourly for Rtl Coordinators and TOSA's to plan coaching cycles and lesson study <p>Secondary Professional Development:</p> <ul style="list-style-type: none"> • Universal Design for Learning (UDL) • High Impact Instructional Practices • Professional Learning Community professional development • Grading Practices and Policies • Culturally Relevant & Inclusive Instruction • Positive Behavior Interventions & Support (PBIS) • Restorative Justice & Trauma Informed Practices • Curriculum & Assessment Leadership Teams (collaboration around priority standards and common assessments) • Science Leadership Team collaboration • Professional Development in math, World Language, science, History/Social Science and English Language Arts 		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In 21-22, the scope of professional development was limited due to the COVID surge that occurred mid-year. Additionally, the lack of substitutes due to the pandemic also required that professional development and collaboration happen after school only which also impacted professional learning opportunities and slowed down some of our timelines. This year the following was accomplished under this goal:

- CIA Directors attended training in Oct & Dec on the components of an EL Master plan.

CIA Directors have held several EL Master Plan input sessions. These input sessions have focused on getting input from the following stakeholders:

- ELD teachers
- DELAC
- Community Coordinators
- Principals

The final EL Master Plan will come to the board in June

- Directors and ELD TOSA facilitated Integrated ELD professional learning throughout the year
- The Road to Reclassification which included individual goal setting was implemented at both Branciforte and Mission Hill Middle Schools.

One challenge for the district was in the area of educational technology. Only 66% of teachers stated that they had sufficient training to fully utilize instructional technology on our 21-22 Working Conditions Survey which was a 26% decrease from 20-21. Though more analysis needs to occur, some feedback from staff points to the decreased focus on technology overall that occurred from the switch from virtual teaching. With this decrease came a decrease on professional development in this area as attention moved to an acceleration in learning while in-person. It should also be noted that the majority of goals laid out in the District's Technology Plan were realized due to distance and hybrid learning.

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

History/Social Studies professional development was paid for out of COVID resource funding.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 4.1

In 21-22 our Elementary and Secondary Curriculum & Instruction Directors worked in collaboration with our ELD Leadership Team to update the district's English Language Development Master Plan and the plan has been successfully updated and will be presented to the Board in June 2022. This plan will detail a rigorous professional learning plan for the 22-23 school year in Integrated ELD and ELD best practices. Additionally, our ELD TOSA implemented the Road to Reclassification at our middle schools and facilitated Integrated ELD professional development at sites in the district. The following were accomplished this school year:

- GLAD training at Gault on January 4th
- Balanced literacy training at Bay View ongoing
- WestEd Integrated ELD ongoing training session at Branciforte Middle
- Integrated ELD training on January 4th at Soquel High School

Action 4.2

Our District teacher leadership teams continued to drive both site and district professional development at their respective sites and throughout the district. Our Santa Cruz Instructional Leadership teams continued to play an integral part in all facets of our professional development and continued to plan and deliver professional learning in 21-22. With the exception of technology professional development which experienced a profound decrease from 21-22, our District Working Conditions Survey shows overall positive satisfaction with professional development:

Teachers are encouraged to reflect on their own practice: 92.74%

Teachers use assessment data to inform their instruction: 91.67%

Teachers work in professional learning communities to develop and align instructional practices: 93.51%

Teachers are encouraged to try new things to improve instruction: 94.58%

Our districtwide Curriculum and Assessment teams also had a profound and positive impact on our district professional development program. The following was achieved in 21-22:

- Teams have identified priority standards, unwrapped priority standards, and have drafted common formative assessments
- Elementary teams have completed writing rubrics and prompts for writing assessments, and will finalize after sharing information and getting feedback at May staff meetings
- Elementary teams also administered common formative assessments in mathematics with each unit
- All drafted common formative assessments were shared with all teachers for input and feedback on the Secondary January 4th PD day
- Secondary content and grade span teams identified and unwrapped Priority Standards. These teams also created common formative assessments and scoring guides.

Secondary work is detailed here:

MS ELA: 6th & 7th grade - 4 assessments, 8th grade 3 assessments
MS Math: 6th-8th grade - 4 assessments
MS Science: 6th-8th grade- 1 assessment (Science departments are small 1 teacher per grade level at B40 and MH has four part time teachers making collaboration challenging)
MS Social Studies: 9 assessments for 3 priority standards
HS ELA: 2 common assessments per course
HS Math: 8 common assessments per course
HS Science: Biology - 4 assessments, Chemistry -2 assessments, Physics - 4 assessments
HS Social Studies: 9 assessments for 3 Priority Standards
Secondary Math & ELA have committed to continuing work on assessments over the summer; other teams will continue in the next school year

The Teacher Leader PLC will continue to support future school leaders through on-going trainings. The focus of these groups is on equity and ensuring as instructional leaders, we are focused on closing the achievement gap. Thirteen teachers participated in this PLC.

Action 4.3
Our Social Studies TOSA and our Social Studies Curriculum & Assessment Team successfully created a Social History / Social Science professional development plan, and teachers have attended framework training, training on ethnic studies, and/or training on implementing the new state Seal of Civic Engagement.

Action 4.4
Title I allocations to sites resulted in site professional development that focused on Integrated ELD (Branciforte Middle School and WestEd is one example) and on addressing student group performance gaps.

Action 4.5
One challenge for the district was in the area of educational technology. Only 66% of teacher stated that they had sufficient training to fully utilize instructional technology on our 21-22 Working Conditions Survey which was a 26% decrease from 20-21. Though more analysis needs to occur, some feedback from staff points to the decreased focus on technology overall that occurred from the switch from virtual teaching. With this decrease came a decrease on professional development in this area as attention moved to an acceleration in learning while in-person. It should also be noted that the majority of goals laid out in the District's Technology Plan were realized due to distance and hybrid learning.

Action 4.6
New Teach Project Teachers on Special Assignment will provide support monitoring and coaching of new teachers to attain clear teaching credential at all school sites. In end of the year NTP teacher survey results, 72% of teachers "agree" and 27% "somewhat agree" with the following statement: "I feel supported by my district/site to grow professionally.(examples: professional development, colleague collaboration, resources)" and 95% of teachers agreed with the statement "I feel my mentor is effective in using my Individual Learning Plan (ILP) goals to support my just-in-time needs."

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

As with other metrics throughout this plan, an intentional shift to disaggregating all data into student groups has been made to ensure that we are studying the progress of our neediest students.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools is committed to aligning all resources fiscal, *him* and time to support the academic achievement and well-being of all of our students. Resource decisions are driven by "What is best for students?" We realize we cannot be an effective educational institution if we do not prioritize and utilize resources based on evidence based needs. Our process includes input from stakeholders year-round, as well as in our formal LCAP input process. We allocate resources with the support of the following stakeholder engagement processes:

- District Budget Advisory Committee (BAC)
- Annual family, student and stakeholder surveys
- Biannual Parent Leader Dinner
- Regular Site Council Meetings at each school site
- Ongoing budget update meetings with Principals and Department Directors throughout the year
- Ongoing budget discussion at Principal meetings to seek clarity on spending guidelines, gain input and make spending decisions
- Ongoing review of stakeholder input and the LCFF Supplemental Budget at District Advisory Committees

As a district we work to align all plans and budgets with our overall district goals and outcomes. This includes integration of our Single Plans for Student Achievement, our LCAP, our English Learner Master Plan, our CTE plan and our District Technology Plan. This year, we also saw the integration of state and federal COVID resource plans.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All district plans and budgets will be aligned with the six district goals.	District plans are aligned with district goals though alignment could be more explicit.	District plans show explicit alignment with district goals.			By 2023-2024, district plans explicitly show alignment with the six district goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) Report Ratings	School Facility Good Repair Status (FIT Reports) - November 2020 reported all district sites' facilities as being in "good" overall condition	100% of district sites are in "good" or better condition based on the 2021 FIT reports.			By 2023-2024, maintenance of "good" rating status for all sites for each year.
District Advisory Meetings	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.	District Advisory Committee will met 5 times in 2021-2022 with representation from Classified, Certificated, Management, GSCFT and SCCE.			By 2023-2024, continued meetings with consistent representation from all stakeholders four times a year.
Principal and Department Budget Meetings	Meetings occur throughout the school year.	Meetings are in progress and have occurred monthly.			By 2023-2024, meetings will occur in October and January to coincide with Interim Budget Reports with another check in during the Spring.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Budget Monitoring Planning Systems	<p>SCCS' Business department will continue its ongoing collaboration with departments and sites to ensure that all budget decisions are made collaboratively and thoughtfully and are based on the needs of all students with a particular focus on under-resourced students, including English Learners, Low Income and Homeless/Foster Youth:</p> <p>Site Program Coordinator Helps Monitor Supplemental Budgets and Expenditures</p> <p>Administrative Assistant Helps Monitor Supplemental Budgets and Expenditures (.2)</p> <p>Support sites and departments with plans and budget development to ensure alignment with district goals</p> <p>Continue to refine metrics to monitor impact of key LCAP initiatives - Academic Rtl and Social Emotional efforts</p> <p>Provide sites and departments support with budget monitoring with ongoing meetings that coincide with interim budget reports</p> <p>Implement the Facilities Master Plan to improve school facilities</p> <p>Work with Principals to align their Single Plans for Student Achievement (SPSAs) to the district goals and strategic focus areas.</p>	\$170,502.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions for Goal #5 have been implemented or are ongoing. Numerous systems are in place to ensure that budgetary decisions are made based on the best interest and needs of students, educational partner input and established state and federal guidelines. Transparency around budgets and budgetary decisions is a priority for the district and includes ongoing informational meetings, webinars, videos, infographics and publications.

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

There were not major material differences for Goal #5.

An explanation of how effective the specific actions were in making progress toward the goal.

SCCS' Business department will continue its ongoing collaboration with departments and sites to ensure that all budget decisions are made collaboratively and thoughtfully and are based on the needs of all students with a particular focus on under-resourced students, including English Learners, Low Income and Homeless/Foster Youth. In addition to site administrators, a trained administrative assistant helps monitor supplemental budgets and expenditures. Additionally, Principals and district departments have aligned plans and budget development with district goals. It should be noted that there is a strong process for evaluation and reflection that includes data-driven discussions around what is working well for students to ensure that we are getting the most leverage we can from our resources and expenditures. Additionally, our Business department has met monthly (and sometimes more) with site Principals and department Directors to review budgets and to reconcile actions and staff with expenditures to ensure accuracy. Our Facilities Master Plan has resulted in facilities that receive high ratings on our annual FIT reports. In 21-22, 11 out of 11 schools were determined as "Good" (highest rating) on the Facilities Inspection Tool (FIT).

Central Office feedback regarding Business included statements that have ongoing budget review meetings were very helpful for site administration.

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

SCCS will continue to implement our established budget development process in 22-23.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This year, SCCS hired a full-time Chief of Communications and Community Engagement to support communication and outreach with our community. This role was added to expand the communication efforts that are a vital part of our organization, and which has been critical for sharing and receiving back information regarding our full, in-person return in 21-22. Stakeholder input has identified a continued need for strong communication, and students have expressed the need for a platform or other venues by which to give input. Additionally, our LCFF-funded School Community Coordinators are hired to serve as a liaison between home and school for 9 of our 10 sites, and also offer translation, family outreach, event coordination and other needed services for students. Platforms such as Blackboard and ThoughtExchange continue to be important tools in our 22-23 LCAP plan which will also include continued and enhanced efforts in providing our community with timely and relevant communication at all times. Additionally, our weekly videos has garnered much positive input and will continue in 22-23.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Family Survey School Engagement Questions and participation rate	<p>I participate in parent education offerings (classes, workshops and/or events): 62%</p> <p>I feel that my child is appropriately challenged in school: 61%</p> <p>I feel that my child's school recognizes and values student accomplishments: 78%</p>	<p>I participate in parent education offerings (classes, workshops and/or events): 71%</p> <p>I feel that my child is appropriately challenged in school: 67%</p> <p>I feel that my child's school recognizes and values student accomplishments: 76%</p>			<p>By 2023-2024, positive responses to school engagement and communication questions will either maintain or increase to 80% or better. And, family participation in the survey will increase to 25%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>When academics are challenging, I feel that my child's school supports my child to do better and improve: 67%</p> <p>My child's school and the district seek my input and ideas in decision making - "regularly - always": 62%</p> <p>When I contact my child's school, I receive courteous attention. "regularly - always." 86%</p> <p>I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 74%</p> <p>1,070 respondents</p>	<p>When academics are challenging, I feel that my child's school supports my child to do better and improve: 70%</p> <p>My child's school and the district seek my input and ideas in decision making - "regularly - always": 54%</p> <p>When I contact my child's school, I receive courteous attention. "regularly - always." 83%</p> <p>I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 71%</p> <p>1,131 respondents</p>			
Provide Family Webinars, regular new videos and implement other forms of	Family webinars occurred throughout the school year in response to COVID and school reopening	Family webinars occurred throughout the school year. Video updates occurred weekly.			By 2023-2024, regularly scheduled webinars and weekly videos will occur throughout the year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
communication based on family input	updates while parent podcasts began in April, 2021 and continued through the end of the school year.	Our weekly video updates showed strong viewership: <ul style="list-style-type: none"> • 650 highest count of video views in spring 2021 • 1,085 highest count of video views in 2021-22 			on timely and important topics as identified by the school community.
Updated and clear district website that is easily navigable with updated information on the following: <ul style="list-style-type: none"> • Committee Meetings • Parent Meetings • District Events • Bond Projects • Department Resources & Information • Topical News 	Website contains pertinent information but is not easily navigable.	Website has been updated with clear and pertinent information that is more easily navigable. Site and district department website pages will be updated in 22-23.			By 2023-2024, the website will be regularly updated with easily navigable links for all school community stakeholders.
State of the District mailer	Mailer is sent to families and the	Updated mailer was sent this year with			By 2023-2024, the State of the District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	community once a year with an overview of programs, highlights, budget information and important updates.	important highlights and a renewed focus on the programs SCCS current and future families.			mailer will continue to be sent out to all families and the community.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	District Chief Communications Officer	The district has hired a Chief Communications Officer in the 20-21 school year to oversee and coordinate all communication efforts including webinars, podcasts, written communication and the district website. This position is funded through LCFF base and Bond funds.	\$76,018.00	No
6.2	District Communication Tools and Platforms	<p>To maintain strong communication efforts, platforms and digital outreach will continue to elicit input and feedback from all school community stakeholders, including students:</p> <p>Intrado School Integrated Messaging System (Base)</p> <p>ThoughtExchange</p> <p>Survey Monkey</p> <p>Google Forms</p> <p>State of the District Flyer - once a year</p> <p>Weekly Video Updates--Use growing audience as opportunity to educate public on Bond work and general district services/operations</p> <p>Website Improvements:</p> <ul style="list-style-type: none"> • Make bond goals/progress/details accessible 	\$54,470.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Audit each department's section & making sure high-priority information is prominent and accessible Support site webmasters with school websites <p>Develop infographics on budget and educational initiatives to educate general public about the goals and success of academic framework</p> <p>Market the value of public school education at each grade span by bolstering relationships with preschools & out-of-district elementary and middle schools and creating literature to compete more effectively with private options</p> <p>Increase use of hard copy materials and in-person input opportunities</p> <p>Collaborate with Cradle to Career Live Oak, Senderos, Chamber of Commerce community partners and partner districts</p> <p>Table at community events -- role of schools as a community resource (Chamber Business Fair, Community Health Fairs, Guelaguetza)</p> <p>Work with leadership to highlight promising family engagement strategies currently being implemented at individual school sites, learn from community partners (Cradle to Career / Live Oak / etc) and other research on effective community engagement and train all school community coordinators to support strategic practices in each school community</p>		
6.3	Family Outreach	<p>Parent/School Community Coordinators to actively provide outreach for English Learner families</p> <p>Latino Role Models Conference</p>	\$725,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Translation and childcare for evening parent meetings 2.712 FTE Elementary Parent/Community Coordinators \$227,968 - LCFF Supplemental 5.60 FTE Secondary Parent/Community Coordinators \$71,275 - LCFF Supplemental 1% Parent Involvement: Elementary \$2,572 and Secondary \$6,802 - Title I Latino Role Model Conference \$2,000 - Title 1 .15 FTE Secondary Parent/Community Coordinator - \$15,362 - Title I		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

SCCS is proud of the outreach and communication that occurred in 21-22. In addition to providing weekly video updates for our community, we have redesigned and updated our website, held numerous in-person budget and bond informational meeting with families and staff and published a State of the District flyer that was succinct and highlighted district positives as well as services provided to students.

The one area that needs further work includes updating district department and school site websites and work has started on this in Spring 2022.

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

There were no major material differences for Goal #6.

An explanation of how effective the specific actions were in making progress toward the goal.

The following actions detail our work on maintaining strong communication and partnerships with our diverse community.

We have:

- redesigned all school site bond webpages, as well as the general bond homepage, and continue inputting a backlog of documentation on redesigned archive pages built with a goal of accessibility.
- met with all elementary principals and collected needs and input for creating a new elementary site template. Summer work will continue on the district website and creating a new template for elementary school websites.
- developed Weekly Video Updates and have used this platform to highlight bond projects around the district including: new fields, water stewardship efforts, green energy efforts, campus modernization & beautification.
- highlighted the district's mental & emotional health support efforts, computer science education, student enrichment opportunities, substance use prevention programs, equality & inclusion initiatives, peer tutoring and community COVID support efforts including testing, vaccination & education.
- begun to utilize the archive of school-based segments and interviews from the weekly video "features" to provide school-specific content to be used on websites and in materials going forward.

Our weekly video updates showed strong viewership:

- 650 highest count of video views in spring 2021
- 1,085 highest count of video views in 2021-22

Additionally, our Communications Officer has prepared infographics on COVID Safety and processes that are posted on the website. We also built an infographic flow chart for symptomatic or positive students, initial drafts of infographic on MTSS have been developed and will be finalized in the spring as part of the LCAP summary.

In 21-22, we also developed Budget Presentations to educate the community on school funding, the allocation of COVID resources, and the progress of our BOND investment from A&B. We're currently building animated videos summarizing these presentations. We have also added graphs to support the Parcel Tax Oversight Committee showing the percentage of dollars to the overall budget.

We have also focused on reaching out to all educational partners, including those who are prospective district families. This is especially important to us as we work to address declining enrollment. Actions included developing promotional literature for January Open Houses at middle school and high school and for mailings to incoming secondary families, and we also ran advertisements in The Good Times and the Santa Cruz Sentinel announcing enrollment for TK/K. Promotional flyers accompanied these advertisements.

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

For 22-23, planned goals and desired outcomes will continue to be implemented with a focus on the updating of school district department websites to ensure they are easily accessible and strategically and intentionally respond to student and family needs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
4,347,037	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.95%	0.00%	\$0.00	5.95%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The explanation of how SCCS considered the needs of foster youth, English learners and low-income students first as well as how actions are effective in meeting the goals for these students is detailed in the narrative box below.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following goals and actions are provided to the entire school and/or district. Though they benefit all students, their implementation specifically support the needs of foster youth, English learners and low income students.

Goal/Action 2.2: Social Emotional Health Survey and LCAP data show that students, particularly at secondary, are struggling with school satisfaction, not feeling a sense of belonging to a community and an overall attitude of enthusiasm and optimism. Though these surveys do not aggregate data by demographic (and any demographic data is self-reported), it must be noted that Hispanic/Latinx and low income students are over-represented in suspensions, expulsions and chronic absenteeism data. Additionally, there is an overwhelming call to action from families to strengthen mental health supports for students. To address this SCCS has forged partnerships with community agencies that

can provide mental health support for students, including SIBHI (Schools integrated Behavioral Health Initiative). This partnership ensures that services and outreach to students in need is thoughtful and intentional. Though this is but one piece of our social emotional efforts, student survey data showed a rebound in positivity and attitude for all grade spans in 21-22.

Goal/Action 3.6: As demonstrated by the performance gap data (iReady, MAP and A-G completion), there is a performance gap that exists between our English learners and low income students in comparison to our overall and white student achievement. To address this discrepancy, a cornerstone of our Rtl program involves consistent progress monitoring of our students by proctoring iReady, MAP and other content-specific common assessments. Beginning of year, mid-year and end of year assessment data allows Rtl Coordinators, teachers, counselors and administrators to gauge student progress, and to readily provide needed interventions.

Goal/Action 4.4: As described in earlier LCAP goals, achievement rates for English learners and low income students do not show the same growth as our White and overall student groups. To address this, SCCS has implemented a rigorous professional development program that is detailed in our Curriculum Master Plan as well as in our ESSER plans. COVID resource/ESSER and Title I funding has allowed us to provide sites with discretionary money that is used for department and grade level professional development in the core areas, including academic language development for English learners and best practices for intentional collaboration (PLCs) around student achievement.

Goal/Action 4.5: The pandemic and distance learning made clear that there is a student technological gap where some families were able to support virtual learning while other families were in need of hotspots and Chromebooks. This "gap" as most impactful for our low income students. Hotspots and Chromebooks were provided to families in need and online intervention programs that targeted English learners were implemented. This increased technology increase site and student tech support needs. To address additional Educational Technology Techs were hired to manage and systematize site technology needs, and a full-time Computer Science for All TOSA provided professional development on digital teaching practices to teachers.

Goal/Action 4.6: The performance gap that is felt most acutely by our unduplicated students requires SCCS hire and retain qualified and skilled teachers for all students, but particularly for our English learners, foster youth and low income students. To address this critical need we have implemented a district New Teacher Project with two full-time TOSAs to provide monitoring and coaching of new teachers to attain clear credentials.

Goal/Actions 4.7 & 8: Our district TOSAs in History/Social Science, CTE, Computer Science, English Language Development and English Language Arts provide instructional support for teachers that focuses on high impact strategies for English learners as well as students below grade level. They are also key to the implementation of our Equity & Excellence plan that focuses on a guaranteed, viable curriculum for all students, but particularly for English learners, foster youth and low income students.

Goal/Action 5.1: Maintaining a balanced budget serves all students, but particularly supports unduplicated students as it allows us to allocate resources to students who are most in need, which is evidenced not only in this LCAP, but in our English Learner Master Plan, COVID plans and Curriculum Master Plan.

Goal/Actions 6.1 & 2: As demonstrated by our family LCAP survey, and based on input from DELAC, our families want to be more involved in giving input to district decisions. Our Chief Communications Officer as well as our communicated tools and platforms allow us to communicate on a consistent basis and also allows for quick, real-time feedback from parents regarding decisions that will directly impact their students.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	TK-5 - 1:103 6-12 - 1:192	
Staff-to-student ratio of certificated staff providing direct services to students	TK-5 - 1:325 6-12 - 1:325	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,755,723.00	\$567,734.00	\$3,986,783.00	\$4,268,483.00	\$14,578,723.00	\$12,807,823.00	\$1,770,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Accessibility, Support and Guidance for All Students	English Learners Foster Youth Low Income	\$132,333.00		\$2,217,892.00	\$73,954.00	\$2,424,179.00
1	1.2	College and Career Opportunities for All Students through Career Technical Education Program	English Learners Foster Youth Low Income	\$98,200.00	\$388,456.00	\$1,477,696.00	\$85,342.00	\$2,049,694.00
1	1.3	Career and College Support Programs	English Learners Foster Youth Low Income	\$254,871.00			\$259,170.00	\$514,041.00
2	2.1	Social Emotional Support Staff	English Learners Foster Youth Low Income	\$888,281.00		\$160,707.00	\$947,359.00	\$1,996,347.00
2	2.2	County Collaboration to Strengthen Social Emotional Systems	All					\$0.00
2	2.4	School Connectedness	English Learners Foster Youth Low Income	\$231,585.00				\$231,585.00
2	2.5	Social Emotional Systems of Support	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.6	Homeless Student Support Systems and Practices	Foster Youth Low Income	\$27,042.00			\$9,374.00	\$36,416.00
2	2.7	Attendance Intervention Systems	English Learners Foster Youth Low Income	\$24,981.00				\$24,981.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Elementary RtI Program	English Learners Foster Youth Low Income	\$1,005,416.00			\$752,191.00	\$1,757,607.00
3	3.2	Secondary RtI Program	English Learners Foster Youth Low Income	\$1,501,463.00			\$550,720.00	\$2,052,183.00
3	3.4	Summer Programs	All				\$479,638.00	\$479,638.00
3	3.5	English Learner Supports	English Learners	\$219,289.00			\$64,017.00	\$283,306.00
3	3.6	Assessment Systems to Monitor Progress and Set Goals	All		\$19,000.00		\$43,282.00	\$62,282.00
4	4.1	English Language Development (ELD) Professional Learning on Best Practices	English Learners				\$138,263.00	\$138,263.00
4	4.2	Site and District Curriculum Leadership Teams	English Learners Foster Youth Low Income	\$215,981.00				\$215,981.00
4	4.4	Professional Learning Communities and Site Professional Development	All				\$84,184.00	\$84,184.00
4	4.5	Educational Technology	All				\$204,201.00	\$204,201.00
4	4.6	New Teacher Project Teachers on Special Assignment	All	\$216,420.00			\$84,000.00	\$300,420.00
4	4.7	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan	All	\$113,250.00	\$113,278.00		\$213,297.00	\$439,825.00
4	4.8	Teacher Professional Development to support implementation of the	All		\$47,000.00		\$189,621.00	\$236,621.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		district's Equity & Excellence Plan						
5	5.1	District Budget Monitoring Planning Systems	All	\$107,368.00			\$63,134.00	\$170,502.00
6	6.1	District Chief Communications Officer	All			\$76,018.00		\$76,018.00
6	6.2	District Communication Tools and Platforms	All			\$54,470.00		\$54,470.00
6	6.3	Family Outreach	English Learners Foster Youth Low Income	\$699,243.00			\$26,736.00	\$725,979.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
73,050,114	4,347,037	5.95%	0.00%	5.95%	\$5,318,685.00	0.00%	7.28 %	Total:	\$5,318,685.00
								LEA-wide Total:	\$1,323,551.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$3,995,134.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Accessibility, Support and Guidance for All Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$132,333.00	
1	1.2	College and Career Opportunities for All Students through Career Technical Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary 10-12	\$98,200.00	
1	1.3	Career and College Support Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary 6 - 12	\$254,871.00	
2	2.1	Social Emotional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$888,281.00	
2	2.4	School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary 6-12	\$231,585.00	
2	2.5	Social Emotional Systems of Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.6	Homeless Student Support Systems and Practices	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$27,042.00	
2	2.7	Attendance Intervention Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Hill Middle School	\$24,981.00	
3	3.1	Elementary Rtl Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary TK-5	\$1,005,416.00	
3	3.2	Secondary Rtl Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary 6 - 12	\$1,501,463.00	
3	3.5	English Learner Supports	Yes	LEA-wide	English Learners	All Schools	\$219,289.00	
4	4.1	English Language Development (ELD) Professional Learning on Best Practices	Yes	LEA-wide	English Learners	All Schools		
4	4.2	Site and District Curriculum Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,981.00	
6	6.3	Family Outreach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$699,243.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,169,213.00	\$12,516,911.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Accessibility, Support and Guidance for All Students	Yes	\$2,345,636.00	2,223,178
1	1.2	College and Career Opportunities for All Students through Career Technical Education Program	No	\$1,938,252.00	1,776,863
1	1.3	Career and College Support Programs	Yes	\$435,509.00	436,649
1	1.5	Assessment Systems to Monitor Progress and Set Goals		\$66,790.00	78,264
2	2.1	Social Emotional Support Staff	Yes	\$1,138,000.00	1,142,965
2	2.2	County Collaboration to Strengthen Social Emotional Systems	Yes	\$0.00	0
2	2.4	School Connectedness	No Yes	\$190,519.00	221,075
2	2.5	Social Emotional Systems of Support	Yes	\$20,000.00	20,000
2	2.6	Homeless Student Support Systems and Practices	Yes	\$36,679.00	36,679

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Attendance Intervention Systems	Yes	\$17,154.00	24,260
2	2.8			\$0.00	0
2	2.9			\$0.00	0
3	3.1	Elementary RtI Program	Yes	\$1,885,468.00	1,886,233
3	3.2		No	\$0.00	0
3	3.3		Yes	\$0.00	0
3	3.4	Secondary RtI Program	Yes	\$2,346,706.00	2,233,545
3	3.5	Summer Programs	No	\$581,628.00	378,878
3	3.6	English Learner Supports	Yes	\$333,420.00	298,744
3	3.7		No	\$0.00	
4	4.1	English Language Development (ELD) Professional Learning on Best Practices	Yes	\$88,407.00	90,100
4	4.2	Site and District Curriculum Leadership Teams	No	\$157,583.00	203,637
4	4.3	Social Studies Adoption Implementation	Yes	\$99,925.00	66,941
4	4.4	Professional Learning Communities and Site Professional Development	Yes	\$90,097.00	33,892

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Educational Technology		\$201,150.00	166,471
4	4.6	New Teacher Project Teachers on Special Assignment		\$155,635.00	120,003
5	5.1	District Budget Monitoring Planning Systems	No	\$187,982.00	185,677
6	6.1	District Chief Communications Officer		\$136,620.00	142,157
6	6.2	District Communication Tools and Platforms		\$55,328.00	59,600
6	6.3	Family Outreach		\$660,725.00	691,100

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,708,192	\$3,823,925.00	\$3,647,820.00	\$176,105.00	100.00%	95.00%	-5.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Accessibility, Support and Guidance for All Students	Yes	\$149,471.00	151,477	3.91	3.96
1	1.3	Career and College Support Programs	Yes	\$155,804.00	146,076	4.07	3.82
2	2.1	Social Emotional Support Staff	Yes	\$505,147.00	475,375	13.21	12.43
2	2.2	County Collaboration to Strengthen Social Emotional Systems	Yes				
2	2.4	School Connectedness	Yes	\$190,519.00	221,075	4.98	5.78
2	2.5	Social Emotional Systems of Support	Yes	\$20,000.00	20,000	.52	.52
2	2.6	Homeless Student Support Systems and Practices	Yes	\$26,939.00	26,939	.70	.70
2	2.7	Attendance Intervention Systems	Yes	\$17,154.00	24,260	.45	.63
3	3.1	Elementary Rtl Program	Yes	\$928,605.00	885,007	24.29	23.14
3	3.3		Yes				
3	3.4	Secondary Rtl Program	Yes	\$1,708,260.00	1,575,585	44.68	41.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	English Learner Supports	Yes	\$96,107.00	96,107	2.51	2.51
4	4.1	English Language Development (ELD) Professional Learning on Best Practices	Yes				
4	4.3	Social Studies Adoption Implementation	Yes	\$25,919.00	25,919	.68	.68
4	4.4	Professional Learning Communities and Site Professional Development	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
70,064,663	\$4,708,192	35%	41.72%	\$3,647,820.00	95.00%	100.21%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Public Hearing: Local Control Accountability Plan Annual Update

MEETING DATE: June 1, 2022

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The Local Control Accountability Plan and annual update provide details regarding Local Educational Agencies' actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Pursuant to Education Code section 52060, the Local Control Accountability Plan must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052 (English Learners, Foster Youth, Low-Income), including pupils with disabilities, for each of the state priorities and any locally identified priorities.

A Public Hearing on the 2022-23 Local Control Accountability Plan follows to allow public input prior to being submitted for adoption at the June 15th Board meeting. After Board adoption, the Local Control Accountability Plan will be submitted to the County Office of Education for final approval.

FISCAL IMPACT:

Elementary LCFF Supplemental Funds (Restricted): \$1,544,843

Secondary LCFF Supplemental Funds (Restricted): \$3,163,349

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.

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.

AGENDA ITEM: 8.5.1.3.



NOTICE OF PUBLIC HEARING

LOCAL CONTROL ACCOUNTABILITY PLAN SANTA CRUZ CITY SCHOOLS 2022-23

DATE: Wednesday, June 1, 2022
TIME: 6:30 P.M.

LOCATION: Board Room
400 Encinal Street
Santa Cruz, CA 95060

<https://sccs-net.zoom.us/j/87328135171?pwd=bWVremd2dEthNG1MWUFDSHdGaVBMUT09>

Passcode: SCCS

The purpose of the hearing is to provide a public forum for community input regarding the adoption of the Local Control Accountability Plan (LCAP).
You are invited to attend.



AVISO DE AUDIENCIA PÚBLICA

PLAN DE RESPONSABILIDAD DEL CONTROL LOCAL ESCUELAS DE LA CIUDAD DE SANTA CRUZ 2022-23

FECHA: miércoles 1 de junio de 2022
HORA: 6:30 p.m.

UBICACIÓN: Sala de Reuniones
400 Encinal Street
Santa Cruz, CA 95060

y via Zoom:

<https://sccs-net.zoom.us/j/87328135171?pwd=bWVremd2dEthNG1MWUFDSHdGaVBMUTo9>

Contraseña: SCCS

El propósito de la audiencia es proporcionar un foro público para la opinión de la comunidad con respecto a la adopción del Plan de Responsabilidad de Control Local (LCAP).
Usted está invitado a asistir.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: 2022-2023 Preliminary Budget

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The projected budget for 2022-23 includes the following assumptions and highlights:

- Property Taxes are projected to increase 4% in 2022-23. The multi-year projection continues that assumption. We are projecting an increase of \$2,527,282.
- The Governor is proposing a Cost of Living Adjustment (COLA) be applied to the Local Control Funding Formula (LCFF) of 6.56%.
- Special Education is being proposed to receive the 6.56% COLA.
- Education Protection Account entitlement is projected to be 49.18% percentage of LCFF funding.
- Parcel Tax Revenue is projected to decrease .5% to plan for potential increases in exemption filings.
- SELPA regional (county office) special education program costs have increased in excess of \$1,900,000 for Severely Handicapped and Autistic services. The County Office's total number of students being served has increased by 22.
- Certificated step and column is projected to increase 1.5%.
- Classified step and column is projected to increase 2%.
- CalSTRS is projected to increase from 16.92% to 19.10% in 2022-23.
- CalPERS is projected to increase from 22.91% to 25.37% in 2022-23.
- Health and Welfare expenses have been updated to project negotiations with Certificated in 2021-22. Classified is reviewing opportunities for savings to plans. For 2023-24, the Multi-Year Projections reflect an 8% increase.

AGENDA ITEM: 8.5.2.1.

- State Unemployment Insurance (SUI) is projected to remain flat at .50%.
- Services and Other Operating Expenditures projected budgets reflect inflationary increases in utilities and projected property/liability coverages.
- Non-Public School and Agency costs for special education are still being assessed. Updates will be incorporated into the proposed budget.
- A contribution of 3% will be made to the Routine Repair and Maintenance (RRM-8150) account that include increases due to the receipt of one-time federal and state dollars.
- The transfer of Successor Redevelopment Agency funds from Fund 40 – Capital Outlay to the General Fund is projected at \$2,500,000.
- The transfer from the General Fund to the Cafeteria Fund is currently projected to be \$650,000, with continuing commitment to serve students two meals a day.

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.

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.

Santa Cruz City Schools

2022-23 Budget Hearing

June 1, 2022



Budget Objective:

Realizing our District Vision. Santa Cruz City Schools is committed to prioritizing and allocating people, time, and funding in a way that **optimizes** the **tiered systems** needed to **create** and **support learning environments** that challenge and enable students to achieve their highest potential.



Budget Principles:

- **Public Education budgets are controlled by State guidelines.** Our Board defines basic assumptions & guidelines to inform our balancing of the General Fund (Fund 01) & the Other District Funds.
- **3% minimum is *required* to be reserved each budget year** for economic uncertainties / potential revenue shortfalls
- **Expenditures should balance with revenues**
- **The Board may designate one-time expenditures of non-recurring revenues** (when necessary & appropriate)
- **The Board reaffirms belief that competitive total compensation should be provided to attract, hire & retain an excellent team of employees** to serve our students & families
- **School site staffing will adhere to District bargaining unit agreements & parcel tax language**



Budget Principles:

- **Budget will include** cost for all statutory employee benefits & fringe benefits package costs as negotiated
- **School sites shall be provided with a total dollar allocation** for the basic instructional & operational programs (excluding regular & categorical employees' salaries & benefits)
- **Basic instructional program allocation** will be based on P-2 average daily attendance (A.D.A.) of the prior year with additional amounts based on flat amount or per enrollment for operational programs – State is negotiating a change to this funding mechanism
- **Minor adjustments may need to be made** to meet fluctuations & our declining enrollment
- **LCFF base funds will be allocated to school sites** for the acquisition of textbooks & instructional materials & the replacement of classroom & school equipment to ensure we are compliant with Williams legislation and that teachers have sufficient resources to meet students' learning needs
- **Allocations are currently based on the needs of the students** in attendance during the year & expenditures should reflect meeting those needs



Budget Principles:

- **Lump sum school site budget year-to-year carryover will not be allowed** (from unrestricted program accounts), **unless** there is a Superintendent-approved plan for a purchase that requires multiple years of funding
- **School site and district program budget managers are allowed to re-allocate** within non-salary categories unless restricted by State or Federal program mandates
- **The District shall provide the resources to promote and improve communication** for its target audiences of students, schools, community and business members, and other educational organizations
- **The budget will include uncontrolled and/or state-mandated program costs** including but not limited to (a) utilities and (b) property and liability and worker's compensation insurance to provide for secure operation of the sites
- **Appropriate funding shall be allocated/reserved for:** (a) the LCAP; (b) District Communication; (c) the District Technology Plan; (d) District Master Facilities & Capital Outlay Plan Projects (supported by the Building Fund, Developer Fees, Deferred Maintenance & Special Reserve Capital Projects); (e) the Long Term Facilities Improvement Plan (supported by funds from Measures A & B); and (f) the Curriculum Master Plan



Budget Principles:

- **The District shall continue to maintain a budget which has expenditures in line with revenues and avoid deficit spending and dependency on transfers of revenue from interest and lease income.**
- **The annual budget for the SCCS district shall meet the requirements and guidelines of Ed. Code 17070.75** requiring that the school district establish a restricted account within the general fund exclusively for ongoing and major maintenance of school buildings (with an amount equal or greater than 3% of unrestricted and restricted portion of the General Fund).
- **Funds from the Parcel Taxes and Bonds are utilized in conjunction with language incorporated in the ballot** as overseen by the Parcel Tax Oversight Committee and Bond Oversight Committee.



2022-23 Budget Assumptions & Highlights:

- **Property Taxes** are projected to increase 4% in 2022-23. The multi year projection continues that assumption.
- **The Governor** is proposing a **Cost of Living Adjustment (COLA)** be applied to the Local Control Funding Formula (LCFF) of 6.56%
- **Special Education** is being proposed to receive the 6.56% COLA
- **Education Protection Account** entitlement is projected to be 49.18% percentage of LCFF funding
- **Parcel Tax Revenue** is projected to decrease .5% to plan for potential increases in exemption filings
- **SELPA** regional (county office) special education program costs have increased in excess of \$1,900,000 for Severely Handicapped and Autistic services. The County Office's total number of students being served has increased by 22.



2022-23 Budget Assumptions & Highlights:

- **Certificated step & column** is projected to increase 1.5%
- **Classified step & column** is projected to increase 2%
- **CalSTRS** is projected to increase from 16.92% to 19.10% in 2022-23
- **CalPERS** is projected to increase from 22.91% to 25.37% in 2022-23
- **Health & Welfare expenses** have been updated to project negotiations with Certificated in 2021-22. Classified is reviewing opportunities for savings to plans. For 2023-24, the Multi Year Projections reflect an 8% increase.
- **State Unemployment Insurance (SUI)** is projected to remain flat at .50%



2022-23 Budget Assumptions & Highlights:

- **Services and Other Operating Expenditures projected budgets** reflect **inflationary increases in utilities** and projected **property/liability coverages**
- **Non-Public School and Agency costs for special education are still being assessed.** Updates will be incorporated into the proposed budget
- **A contribution of 3% will be made to the Routine Repair and Maintenance (RRM - 8150) account** that include increases due to the receipt of one-time federal and state dollars
- **The transfer of Successor Redevelopment Agency funds** from Fund 40 - Capital Outlay to the General Fund is projected at \$2,500,000
- **The transfer from the General Fund to the Cafeteria Fund** is currently **projected to be \$650,000, with continuing commitment to serve students two meals per day**



Revenue & Expenditure Summary

Revenue

LCFF Base.....	\$ 73,797,077
LCFF Supplemental....	\$ 4,347,037
Federal Revenue.....	\$ 6,864,309
State Revenue.....	\$ 7,586,206
Local Revenue.....	\$ 7,760,897

Total \$100,355,526

Expenditures

Certificated Salaries...	\$ 39,182,658
Classified Salaries.....	\$ 15,499,852
Benefits.....	\$ 29,033,857
Books & Supplies.....	\$ 4,549,675
Services & Op Exp.....	\$ 13,440,536
Capital Outlay.....	\$ 405,077
Other Outgo.....	\$ 25,362

Total \$102,137,017

Deficit
Spending/Resulting
from one-time
resources

\$ 1,781,491

Net Transfers in from
RDA to Routine
Restricted
Maintenance &
Contribution Out to
Food Services

\$ 1,849,304



Impact of 2022-23 Budget Proposal to Fund Balance

Beginning Fund Balance	\$
21,285,765	

Ending Fund Balance	\$
21,353,578	

Designations:

Restricted Fund Balance	\$ 984,355
Reserve for Economic Uncertainty 3%	\$ 3,083,631
Committed Fund Balance	\$ 5,499,159
Undesignated	\$11,786,433



Statement of Reasons:

The District's General Fund Balance includes components that exceed the Minimum Recommended Reserve for Economic Uncertainties. SCCS is a Common Administration Local Educational Agency (LEA). Common Administration Districts are not specifically mentioned in the section of the Education Code related to the reserve requirements. Staff is working with legal counsel to determine how the statute applies to SCCS.

School districts commonly reserve more than the required minimum to responsibly prepare for economic uncertainty.

SCCS is committing balances to fund programs that will set-aside the funds via a board resolution. This commitment of funds recognizes:

- The minimum recommended reserve for economic uncertainties
- The need for services, programs and staff that are projected for the future
- The need for the LEA to remain economically viable and recognize future employment costs



Breakdown of Reserve Funds

	2022-23	2023-24	2024-25
Total General Fund Expenditures & Other Uses	\$102,787,713	\$101,373,302	\$103,403,952
Minimum Reserve requirement 3%.....	\$ 3,083,631	\$ 3,041,199	\$ 3,102,119
General Fund Combined Ending Fund Balance..	\$21,353,578	\$ 21,150,453	\$ 20,729,409
Special Reserve Fund Ending Fund Balance.....	\$0	\$0	\$0

Components of ending balance:

- Nonspendable (revolving, prepaid, etc.).....	\$ 59,584	\$ 59,584	\$ 59,584
- Restricted.....	\$ 924,771	\$ 926,232	\$ 927,753
- Committed.....	\$ 5,499,159	\$ 6,118,878	\$ 5,696,312
- Assigned.....	\$ -	\$ -	\$ -
- Reserve for economic uncertainties.....	\$ 3,083,631	\$ 3,041,099	\$ 3,102,119
- Unassigned and Unappropriated.....	\$11,786,433	\$ 11,004,561	\$10,943,641

Unassigned balances above the minimum reserve requirement.....	\$11,786,433	\$11,004,561	\$10,943,641
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Other Budget Considerations:

The District is still working on plans for 2022-23. This will impact the assignment of undesignated reserves.

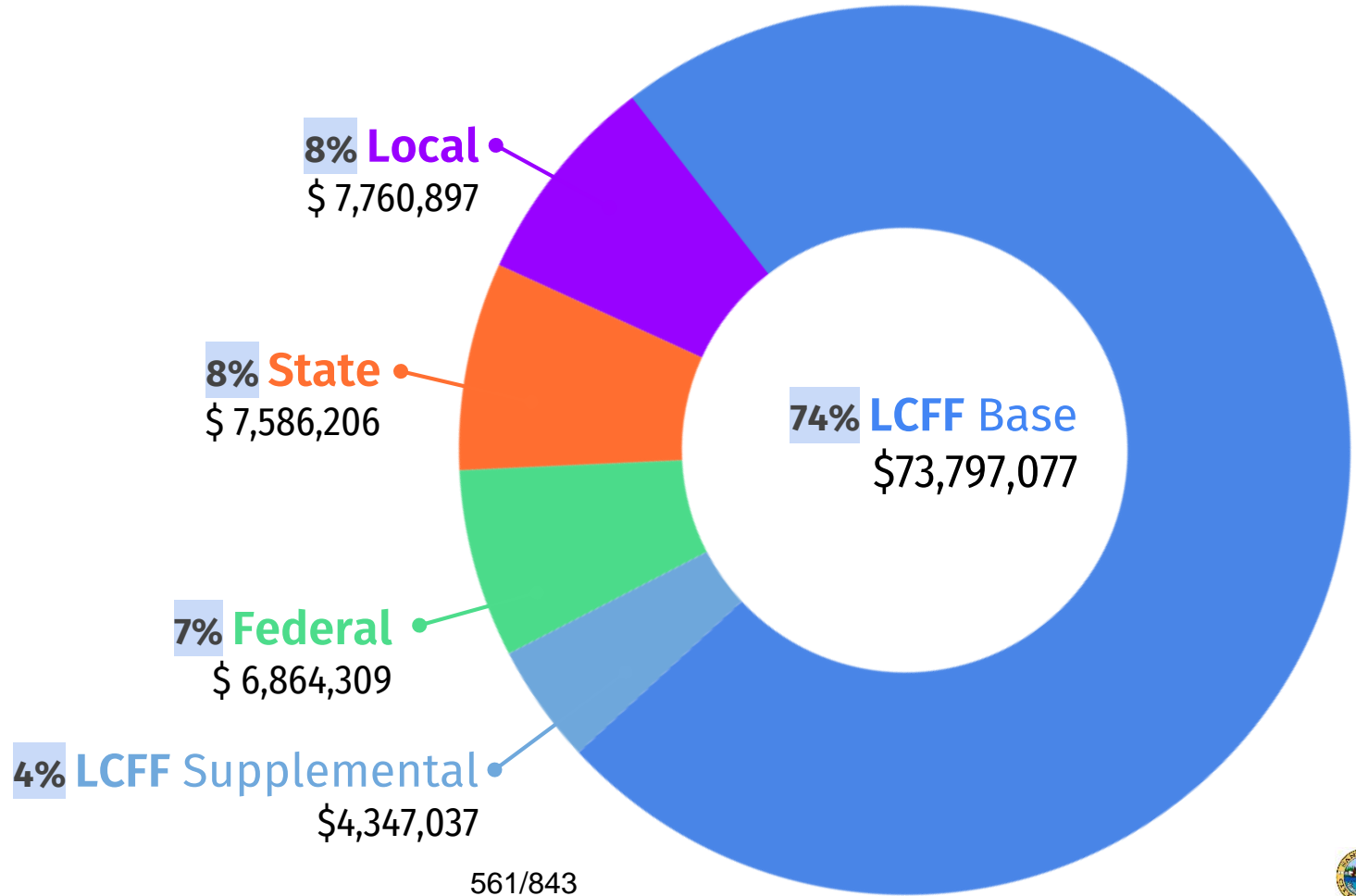
Items still **in development:**

- **Special Education Allocation** and Costs from the County Office of Education and the State
- Negotiated language on the **Extended Learning Opportunities Program**
- Negotiated language on the **Discretionary Block Grant**
- Effects of **Transitional Kindergarten Program** on Facilities
- **Average Daily Attendance Calculations** based on current language or three year rolling average



22-23

Projected Revenue



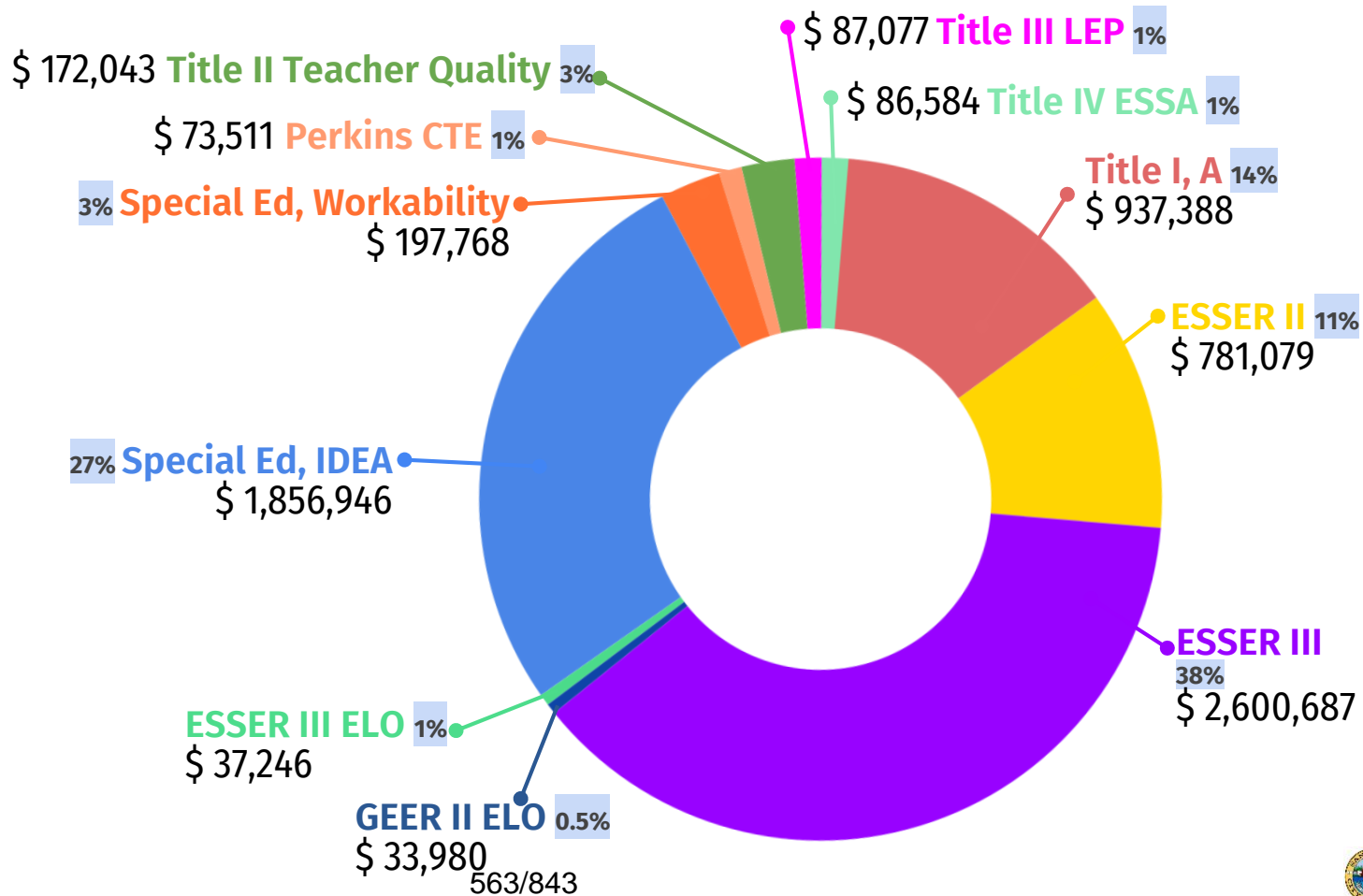
Federal Revenue Sources

- **Title I, Part A: Every Student Succeeds Act**
Purpose: *to meet the educational needs of low-achieving students in high poverty schools.*
- **Title II, Part A: Supporting Effective Instruction**
Purpose: *1) to improve teacher & principal quality through professional development; 2) to provide low-income & minority students greater access to effective teachers, principals, & other school leaders*
- **Title III: Limited English Proficiency**
Purpose: *to assist English Learner students to acquire English & achieve grade-level & graduation standards.*
- **Title IV: Student Support & Academic Enrichment**
Purpose: *to support professional development to meet Title I Goals.*
- **Special Ed IDEA** (Individuals with Disabilities Education Act)
Purpose: *to serve children with disabilities ages six through twenty-one.*
- **ESSA** (Every Student Succeeds Act) **School Improvement** (CSI)
- **Workability-Transitions Partnership Program**
Purpose: *to provide students with disabilities tools & support to transition from school to employment.*
- **Perkins Career Technical Education**
Purpose: *to support supplies and materials for CTE courses*
- **ESSER 2 & ESSER 3** (Elementary & Secondary School Emergency Relief)
- **SB86** (Federal Relief Funds)
Purpose: *to address learning loss and other pandemic needs*



22-23 Federal Revenue

\$ 6,864,309



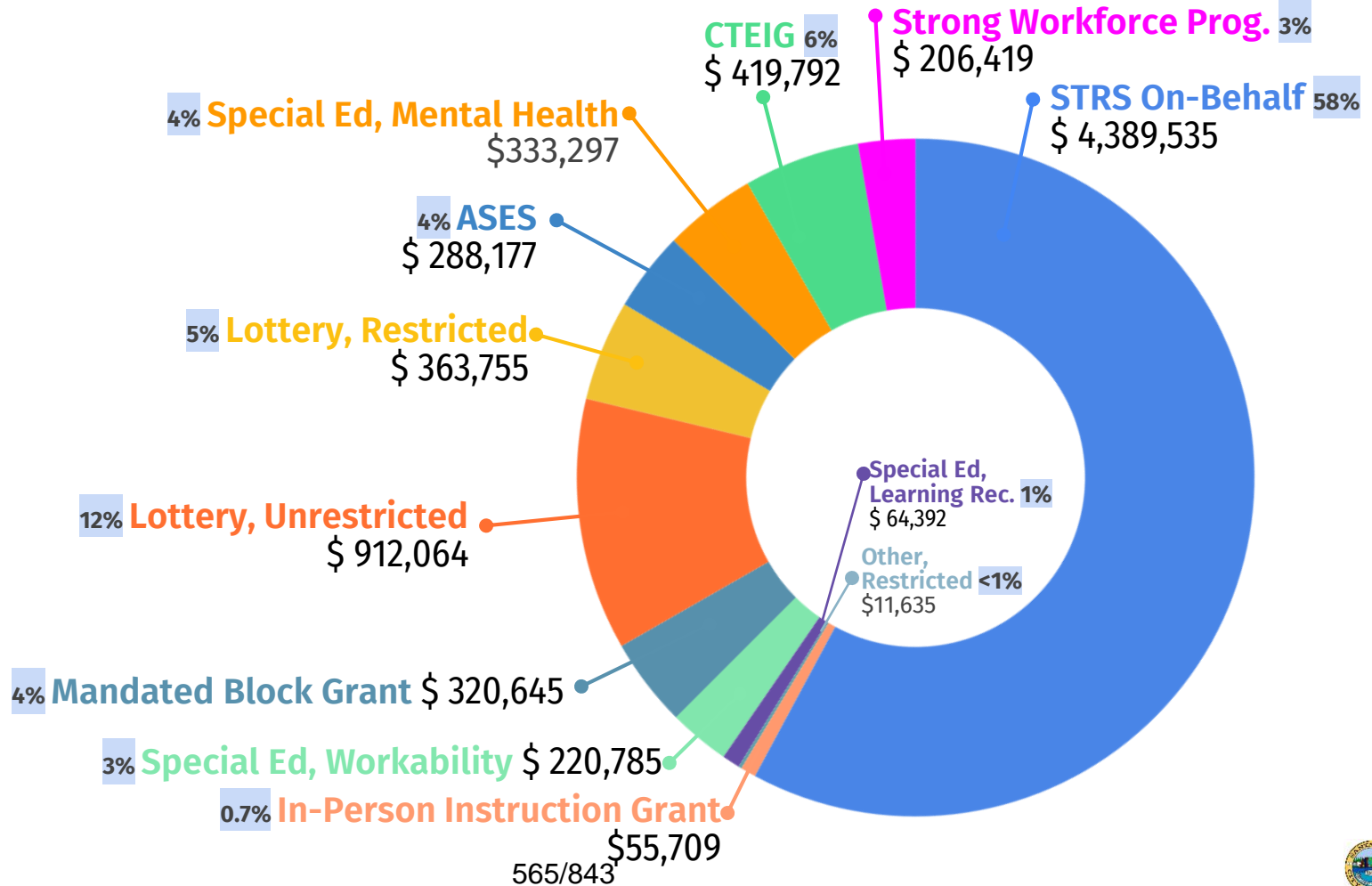
State Revenue Sources

- **Mandated Block Grant**
Purpose: Unrestricted one-time funding to offset reimbursement for the costs of various mandated programs and activities identified in Government Code (GC) Section 17581.6(f)
- **Lottery Unrestricted**
- **Lottery Restricted**
- **ASES** (After School Education & Safety)
Purpose: to maintain before & after school programs.
- **Career Technical Education Incentive Grant & Strong Workforce Grant**
Purpose: supports Career Technical Education to provide students with the knowledge & skills necessary to transition to employment & postsecondary education
- **Special Ed Mental Health Services**
Purpose: to provide educationally related Mental Health services to students receiving special ed services.
- **Special Ed Workability**
Purpose: to provide comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living & postsecondary education or training.
- **ELO-P Expanded Learning Opportunities Program**
Purpose: to address learning loss and other pandemic related student support needs.
- **SB86 In-Person Instruction Grant**
Purpose: to address learning loss and other pandemic needs



22-23 State Revenue

\$ 7,586,205



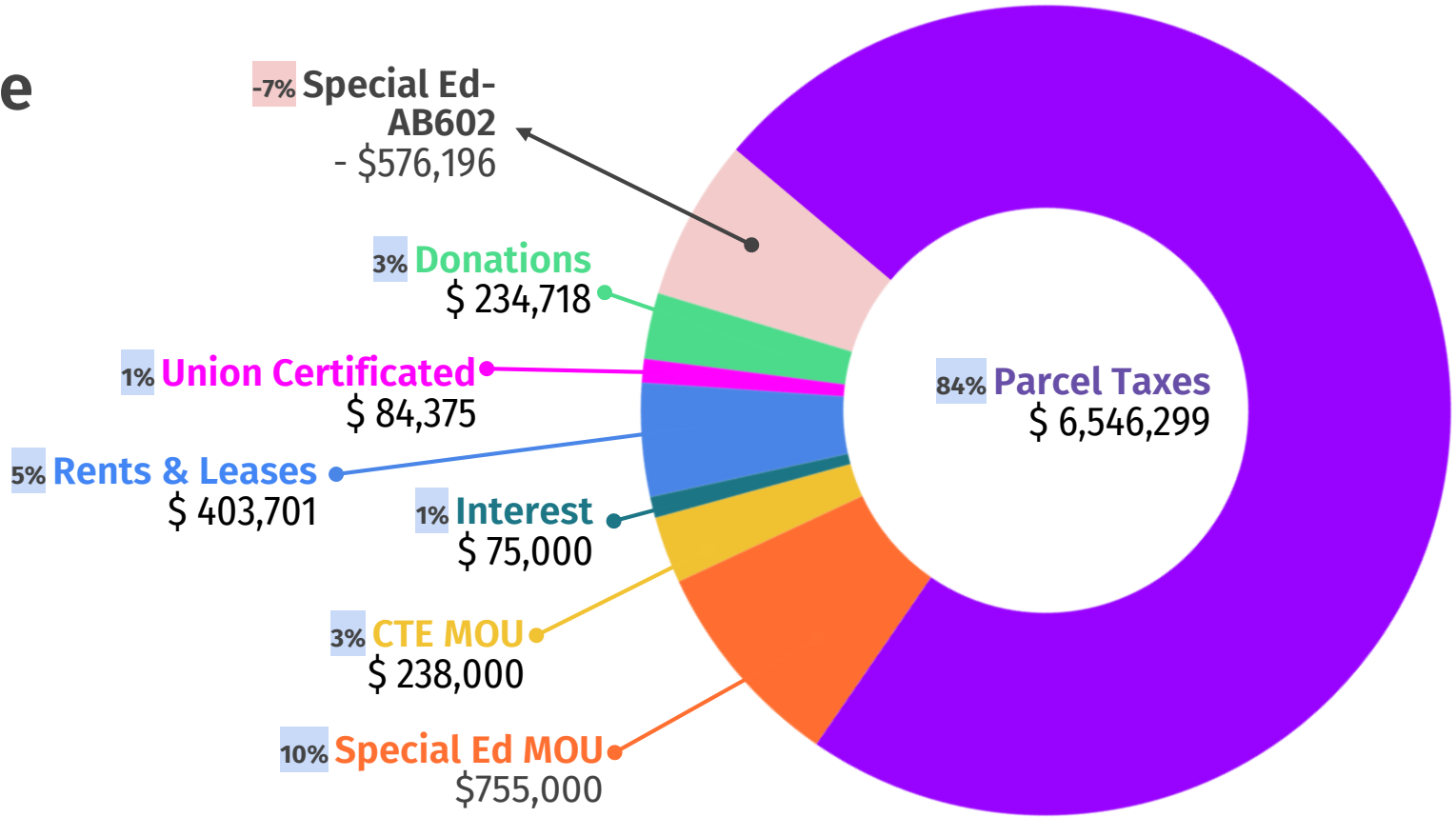
Local Revenue Sources

- **Parcel Tax Revenue**
 - **Measure U:** \$3,062,429 for Elementary & Middle Schools (library / counseling / small class size / life lab / science / art / music / after school athletics & enrichment / academic support)
 - **Measure T:** \$3,483,870 for High Schools (career technical ed / visual & performing arts / counseling / library after school athletics / extracurricular)
- **Special Education Memorandums of Understanding (MOUs)**
- **Special Education AB602** The state funnels state special education funding through the local SELPA to school districts
- **Interest** The district earns interest in any cash held with the County
- **Facility Rents/Leases**



22-23 Local Revenue

\$ 7,760,897



Expenditure Projections

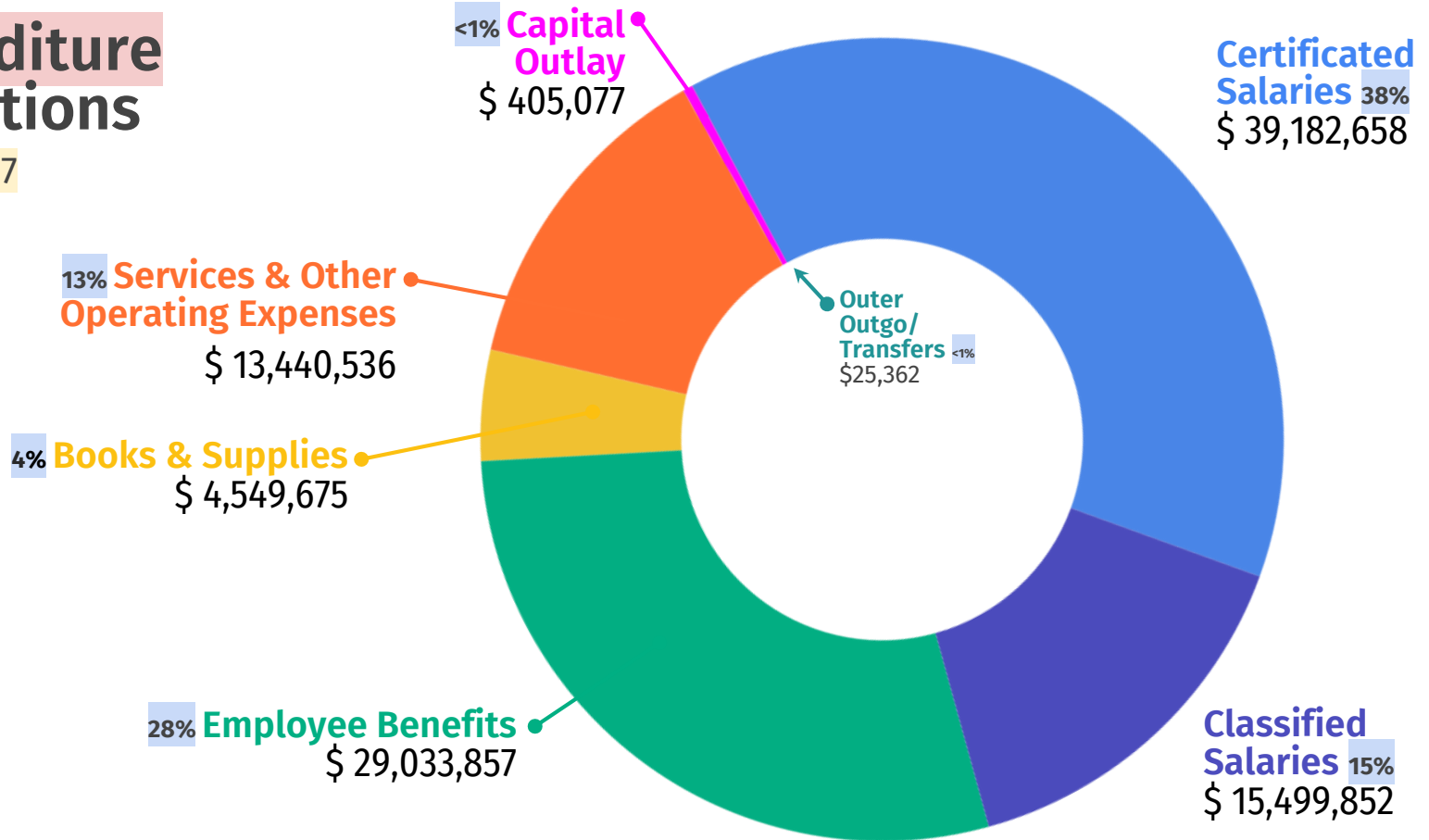
- **Certificated Salaries**
- **Classified Salaries**
- **Employee Benefits**
- **Books & Supplies**
 - Approved Textbooks & Core Materials
 - Books & Other Reference Material
 - Materials & Supplies
 - Non-capitalized Equipment
- **Services and Other Operating Expenditures**
 - Sub-agreements for Services
 - Travel & Conferences
 - Dues & Memberships
 - Insurance
 - Rentals, Leases, Repairs
 - Transfers of Direct Costs
 - Professional/Consulting Services, Utilities, & Operating Expenditures
- **Capital Outlay**
 - Buildings & Improvement of Buildings
 - Equipment & Equipment Replacement
- **Other Outgo Transfers**



22-23

Expenditure Projections

\$102,137,017



Multi-Year Revenue Assumptions

Revenue	21-22	22-23	23-24	24-25
Federal COLA %.....	0.00%	0.00%	0.00%	0.00%
State COLA %.....	0.00%	0.00%	0.00%	0.00%
LCFF COLA.....	5.07%	6.56%	5.38%	4.02%
GAP Funding rate-Using SSC.....	100.00%	100.00%	100.00%	100.00%
EPA Entitlement as % of total LCFF.....	49.18%	49.18%	49.18%	49.18%
Elementary				
LCFF/ADA.....	\$18,353	\$18,276	\$18,577	\$18,508
CBEDS Enrollment.....	1,758	1,824	1,862	1,941
P2 ADA (K-5, A1-A9).....	1,620	1,687	1,722	1,795
COE - P2 ADA (K-5, A1-A9).....	9.83	10.27	10.27	10.27
ADA/CBEDS Ratio	92.1%	92.5%	92.5%	92.5%
% Change in Property Taxes.....	4.00%	4.00%	4.00%	4.00%
Basic Aid Revenue:				
Excess Property Taxes above LCFF.....	\$11,207,326	\$11,868,722	\$12,779,192	\$12,513,741
LCFF Supplemental - Elementary.....	\$1,382,937	\$1,364,613	\$1,362,103	\$1,443,518
Secondary				
LCFF/ADA	\$11,212	\$11,905	\$12,557	\$13,344
CBEDS Enrollment.....	4,402	4,296	4,213	4,014
P2 ADA (6-12, A1-A9,).....	4,049	3,974	3,897	3,713
COE - P2 ADA (6-12, A1-A9,).....	46.88	47.08	47.08	47.08
ADA/CBEDS Ratio.....	92.0%	92.5%	92.5%	92.5%
Parcel Tax Revenue (T 9-12) .005 annual decrease.....	\$3,501,377	\$3,483,870	\$3,466,451	\$3,449,119
Parcel Tax Revenue (U K-8) .005 annual decrease.....	\$3,077,818	\$3,062,429	\$3,047,117	\$3,031,881
Special Ed - State COLA.....	4.05%	6.56%	0.00%	0.00%
Lottery - Unrestricted Funding per ADA.....	\$163	\$163	\$163	\$163
Lottery - Restricted Funding per ADA.....	\$65	\$65	\$65	\$65
Interest Projection.....	\$82,000	\$75,000	\$75,000	\$75,000
Mandated Block Grant	\$297,851	\$320,646	\$320,646	\$320,646



Multi-Year Expense Assumptions

Expenses	21-22	22-23	23-24	24-25
Certificated step/column.....	1.5%	1.5%	1.5%	1.5%
Classified step increases.....	2.0%	2.0%	2.0%	2.0%
% Increase in Health & Welfare Benefits..	2.0%	4.8%	8.0%	8.0%
Average Teacher Cost				
Gross.....	87,701	86,664		
H&W.....	12,200	9,131		
Statutory Benefit Rates:				
STRS.....	16.92%	19.10%	19.10%	19.10%
PERS.....	22.91%	25.37%	25.20%	24.60%
Medicare.....	1.45%	1.45%	1.45%	1.45%
FICA	6.20%	6.20%	6.20%	6.20%
State Unemployment.....	0.50%	0.50%	0.20%	0.20%
Workers Compensation.....	1.9153%	1.9536%	2.0153%	2.0653%
Increase in Utilities	4.0%	10-18%	5.0%	5.0%
Change in Property & Liability Insurance.	10.0%	10.0%	5.0%	5.0%
RRM 3% in 2022-23	3,359,537	2,903,377	3,135,126	3,198,430
Other Sources/Uses				
Transfer from Fund 21 Building Fund RDA.	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Transfer to Cafeteria Fund.....	\$431,060	\$650,696	\$650,696	\$650,696



2022-23 Preliminary Budget Multi-Year Projection

5.07% COLA

5/20/2022

2021/22

Projected

Unrestricted

Restricted

Total

Revenue

LCFF Sources	75,123,476	0	75,123,476
Federal Revenue		14,124,941	14,124,941
State Revenue	1,321,470	11,585,280	12,906,750
Local Revenue	6,747,458	2,578,731	9,326,189
Total Revenue	83,192,404	28,288,952	111,481,356

Expenditures

Certificated	30,420,799	11,682,710	42,103,509
Classified	10,039,117	5,536,278	15,575,395
Benefits	16,660,494	10,779,202	27,439,696
Books & Supplies	4,803,323	13,801,357	18,604,680
Services, Other Ops	6,982,008	8,754,877	15,736,885
Capital Outlay	287,798	786,298	1,074,096
Other Outgo	25,362	0	25,362
Direct/Indirect Support	(1,531,224)	1,531,224	0
Total Expenditures	67,687,677	52,871,946	120,559,623
Excess/Deficiency	15,504,727	(24,582,994)	(9,078,267)

Other Financing

Transfers In	2,500,000	0	2,500,000
Transfers Out	431,060	0	431,060
Contributions To Restr.	(20,782,226)	20,782,226	0
Transfers/Contributions	(18,713,286)	20,782,226	2,068,940
Net Inc/Dcr to Fund Balance	(3,208,559)	(3,800,768)	(7,009,327)
Beg Fund Balance	23,701,879	4,593,213	28,295,092
Audit Adjustments			0
Ending Fund Balance	20,493,320	792,445	21,285,765
Legally Restricted/Designated	59,584	792,445	852,029
Unrestricted Reserve:			
Future Employment Costs for 22-23	64,513		64,513
Future Employment Costs for 23-24	204,585		204,585
Future Employment Costs for 24-25	422,566		422,566
Future Employment Minimum Wage			
LCFF Supplemental Balance	1,202,719		1,202,719
Social Emotional Counselors			
Social Worker-Elementary			
Chromebooks(1,000 yr 1, 600 for yr 2-4)	0		0
Hold for Repayment of 62.40 Charter ADA	632,452		632,452
Curriculum Master Plan			0
For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24			0
E-rate			0
Post Employment Benefits	1,000,000		1,000,000
Reserve 3% Econ. Uncert.	3,629,720		3,629,720
Undesignated	13,277,181	0	13,277,181
% Unrestricted Reserve including 3% Econ. Uncert.			13.97%

2022-23 Preliminary Budget Multi-Year Projection

	6.56% COLA Using SSC					
5/20/2022	2022/23			Other Financing	0	
	Projected			Transfers In	2,500,000	0
				Transfers Out	650,696	0
	Unrestricted	Restricted	Total	Contributions To Restr.	(20,221,721)	20,221,721
Revenue				Transfers/Contributions	(18,372,417)	20,221,721
LCFF Sources	78,144,114	0	78,144,114		0	0
Federal Revenue	0	6,864,309	6,864,309	Net Inc/Dcr to Fund Balance	(64,513)	132,326
State Revenue	1,232,710	6,353,496	7,586,206	Beg Fund Balance	20,493,320	792,445
Local Revenue	6,943,674	817,223	7,760,897	Audit Adjustments		0
Total Revenue	86,320,498	14,035,028	100,355,526	Ending Fund Balance	20,428,807	924,771
						21,353,578
Expenditures				Legally Restricted/Designated	59,584	924,771
Certificated	30,233,681	8,948,977	39,182,658	Unrestricted Reserve:		984,355
Classified	10,517,992	4,981,860	15,499,852	Future Employment Costs for 22-23	0	0
Benefits	18,109,125	10,924,732	29,033,857	Future Employment Costs for 23-24	204,585	204,585
Books & Supplies	2,776,334	1,773,341	4,549,675	Future Employment Costs for 24-25	422,566	422,566
Services, Other Ops	7,268,955	6,171,581	13,440,536	Future Employment Minimum Wage	200,000	200,000
Capital Outlay	168,946	236,131	405,077	LCFF Supplemental Balance	1,200,000	1,200,000
Other Outgo	25,362	0	25,362	Social Emotional Counselors		
Direct/Indirect Support	(1,087,801)	1,087,801	0	Social Worker-Elementary	150,000	150,000
Total Expenditures	68,012,594	34,124,423	102,137,017	Chromebooks(1,000 yr 1, 600 for yr 2-4)	300,000	300,000
				Hold for Repayment of 62.40 Charter ADA	632,452	632,452
Excess/Deficiency	18,307,904	(20,089,395)	(1,781,491)	Curriculum Master Plan	600,000	600,000
				For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24	289,556	289,556
				E-rate	500,000	500,000
				Post Employment Benefits	1,000,000	1,000,000
				Reserve 3% Econ. Uncert.	3,083,631	3,083,631
				Undesignated	11,786,433	0
				% Unrestricted Reserve including 3% Econ. Uncert.		14.47%

2022-23 Preliminary Budget Multi-Year Projection

		5.38% COLA Using SSC					
	5/20/2022	2023/24					
		Projected					
		Unrestricted	Restricted	Total			
	Revenue						
	LCFF Sources	80,928,801	0	80,928,801			
	Federal Revenue	0	3,411,317	3,411,317			
	State Revenue	1,232,710	5,607,184	6,839,894			
	Local Revenue	6,672,943	817,223	7,490,166			
	Total Revenue	88,834,454	9,835,724	98,670,178			
	Expenditures						
	Certificated	30,674,135	7,877,445	38,551,580			
	Classified	10,715,113	3,966,704	14,681,817			
	Benefits	18,997,838	10,253,466	29,251,304			
	Books & Supplies	2,776,334	1,645,126	4,421,460			
	Services, Other Ops	7,214,426	6,171,581	13,386,007			
	Capital Outlay	168,946	236,131	405,077			
	Other Outgo	25,362	0	25,362			
	Direct/Indirect Support	(1,115,540)	1,115,540	0			
	Total Expenditures	69,456,614	31,265,993	100,722,607			
	Excess/Deficiency	19,377,840	(21,430,269)	(2,052,429)			
					Other Financing	0	
					Transfers In	2,500,000	0
					Transfers Out	650,696	0
					Contributions To Restr.	(21,431,729)	21,431,729
					Transfers/Contributions	(19,582,425)	21,431,729
						0	0
					Net Inc/Dcr to Fund Balance	(204,585)	1,460
					Beg Fund Balance	20,428,807	924,771
					Audit Adjustments		0
					Ending Fund Balance	20,224,222	926,231
					Legally Restricted/Designated	59,584	926,231
					Unrestricted Reserve:		
					Future Employment Costs for 22-23	0	0
					Future Employment Costs for 23-24	0	0
					Future Employment Costs for 24-25	422,566	422,566
					Future Employment Minimum Wage	200,000	200,000
					LCFF Supplemental Balance	1,200,000	1,200,000
					Social Emotional Counselors	750,000	750,000
					Social Worker-Elementary	150,000	150,000
					Chromebooks(1,000 yr 1, 600 for yr 2-4)	300,000	300,000
					Hold for Repayment of 62.40 Charter ADA	0	0
					Curriculum Master Plan	1,000,000	1,000,000
					For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24	596,312	596,312
					E-rate	500,000	500,000
					Post Employment Benefits	1,000,000	1,000,000
					Reserve 3% Econ. Uncert.	3,041,199	3,041,199
					Undesignated	11,004,561	0
					% Unrestricted Reserve including 3% Econ. Uncert.		13.86%

2022-23 Preliminary Budget Multi-Year Projection

	4.02% COLA Using SSC					
5/20/2022	2024/25			Other Financing	0	
	Projected			Transfers In	2,500,000	0
				Transfers Out	650,696	0
	Unrestricted	Restricted	Total			
Revenue				Contributions To Restr.	(21,907,907)	21,907,907
LCFF Sources	82,774,098	0	82,774,098	Transfers/Contributions	(20,058,603)	21,907,907
Federal Revenue	0	3,411,317	3,411,317		0	0
State Revenue	1,232,710	5,607,184	6,839,894	Net Inc/Dcr to Fund Balance	(422,566)	1,522
Local Revenue	6,640,375	817,223	7,457,598	Beg Fund Balance	20,224,222	926,231
Total Revenue	90,647,183	9,835,724	100,482,907	Audit Adjustments		0
				Ending Fund Balance	19,801,656	927,753
Expenditures						
Certificated	31,126,954	7,995,563	39,122,517	Legally Restricted/Designated	59,584	927,753
Classified	10,916,176	4,045,894	14,962,070	Unrestricted Reserve:		
Benefits	19,775,253	10,503,828	30,279,081	Future Employment Costs for 22-23	0	0
Books & Supplies	2,776,334	1,645,126	4,421,460	Future Employment Costs for 23-24	0	0
Services, Other Ops	7,366,107	6,171,581	13,537,688	Future Employment Costs for 24-25	0	0
Capital Outlay	168,946	236,131	405,077	Future Employment Minimum Wage	200,000	200,000
Other Outgo	25,362	0	25,362	LCFF Supplemental Balance	1,200,000	1,200,000
Direct/Indirect Support	(1,143,986)	1,143,986	0	Social Emotional Counselors	750,000	750,000
Total Expenditures	71,011,146	31,742,109	102,753,255	Social Worker-Elementary	150,000	150,000
				Chromebooks(1,000 yr 1, 600 for yr 2-4)	300,000	300,000
Excess/Deficiency	19,636,037	(21,906,385)	(2,270,348)	Hold for Repayment of 62.40 Charter ADA	0	0
				Curriculum Master Plan	1,000,000	1,000,000
				For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24	596,312	596,312
				E-rate	500,000	500,000
				Post Employment Benefits	1,000,000	1,000,000
				Reserve 3% Econ. Uncert.	3,102,119	3,102,119
				Undesignated	10,943,641	0
				% Unrestricted Reserve including 3% Econ. Uncert.		13.58%

Other Fund Highlights

- **Student Activity Special Revenue Fund**—Used to report all associated student body activity
- **Adult Ed**—We will continue to pay for the salaries & benefits of the remaining SCCS employees through an MOU with PVUSD
- **Cafeteria Fund**—Our assumptions include that we will continue to make a contribution from the General Fund to the Cafeteria Fund.
- **Deferred Maintenance**—We have not budgeted any deferred maintenance expenditures anticipated for fiscal year 22-23
- **Special Reserve for Post Employment Benefits**—The District is continuing to fund this expense on a “Pay as You Go” model, and staff is recommending to commit funds per recommendation from external auditors
- **Building Fund**—Includes expenditures associated with Measures A & B
- **Capital Facilities Fund (Developer Fees)**—Budgeted for the ongoing lease of portables and the upgrade of information technology systems
- **Special Reserve Fund for Capital Outlay Projects**—To account for all Redevelopment funds and expenses, as well as the proceeds from the sale of 2931 Mission Street.
- **Debt Service**—To account for the accumulation of resources for the payment of principal and interest for Certificates of Participation for the Qualified School Construction Bond debt.



Questions



The background of the image is a monochromatic blue scene. It depicts a misty or foggy landscape. In the foreground, there is a wooden fence made of vertical posts and horizontal rails, stretching across the lower portion of the frame. Behind the fence, there are several bare, leafless trees with intricate branch structures. The overall atmosphere is quiet and somewhat somber due to the color and weather conditions.

**Listening is being able to be changed by the
other person.**

Alan Alda

Santa Cruz City Schools



**Santa Cruz City Elementary District ♦ Santa Cruz City High School
District**

Preliminary Budget 2022 – 2023



June 1, 2022

The District

The Santa Cruz Schools are comprised of an Elementary District (TK-5) and a High School District (6-12) governed by a common Board of Education. The Elementary District draws students from within the city of Santa Cruz. There are five TK-5 schools serving 1,758 TK-5 students. The High School District encompasses much of the northern portion of Santa Cruz County drawing its student population from the communities of: Davenport, Bonny Doon, Scotts Valley, Santa Cruz, Live Oak, Soquel and Capitola. The secondary District includes two middle schools, (grades 6-8), three comprehensive high schools, a continuation school, an independent studies program and a K-12 home study program with a combined population of 4,402 students. Delta Charter School (grades 9-12) serves 104 students.

The following schools comprise Santa Cruz City Schools:

Elementary Schools (TK-5)

- ◆ Bay View Elementary
- ◆ Delaveaga Elementary
- ◆ Gault Elementary
- ◆ Westlake Elementary

Middle Schools (6-8)

- ◆ Branciforte Middle School
- ◆ Mission Hill Middle School

Charter School

- ◆ Delta High School (9-12)

High Schools (9-12)

- ◆ Harbor High School
- ◆ Santa Cruz High School
- ◆ Soquel High School

Branciforte Small Schools

- ◆ Monarch (K-5)
- ◆ Alternative Family Education (K-12)
- ◆ Costanoa Continuation High School (10-12)
- ◆ ARK Independent Study (6-12)

Santa Cruz City Schools

2022 – 2023 Budget

Board of Trustees

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Jim Monreal, Assistant Superintendent, Business Services

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2022-23 Budget Executive Summary

With the development of the 2022-23 Budget, Santa Cruz City Schools (SCCS) is grateful for the benefits of record state tax revenues, some of which have been dedicated to schools and will support our ongoing efforts to meet the needs of students and address the impacts of the pandemic. Local Educational Agencies (LEAs) have been charged with budgeting for the effects of rising inflation, supply chain issues, and declining enrollment.

This budget reflects the Governor's May Revise. However, at this time, the Governor and Legislature have not come to a final budget agreement and we anticipate the potential for significant changes. SCCS will update the district budget as the state budget is finalized and trailer bill language is clarified through the legislative process. Ultimately, this budget and any future revisions will reflect our commitment to align resources to support the achievement of the District's six strategic goals.

Santa Cruz City Schools Projected General Fund Budget includes:

Revenues:		% of Revenues
LCFF Base	\$73,797,077	74%
LCFF Supplemental	\$ 4,347,037	04%
Federal Revenue	\$ 6,864,309	07%
State Revenue	\$ 7,586,206	08%
Local Revenue	<u>\$ 7,760,897</u>	<u>08%</u>
Total	\$100,355,526	100%

Expenditures:		% of Expenditures
Certificated Salaries	\$39,182,658	38%
Classified Salaries	\$15,499,852	15%
Employee Benefits	<u>\$29,033,857</u>	<u>28%</u>
Subtotal	\$83,716,367	81%
Books & Supplies	\$ 4,549,675	04%
Services & Other	\$ 13,440,536	13%
Capital Outlay	\$ 405,077	< 01%
Outer Outgo/Transfers	<u>\$ 25,362</u>	<u><01%</u>
Subtotal	\$18,420,650	17%
Total:	\$102,137,017	100%

Based on current revenue, Santa Cruz City Schools operates with a structural deficit, as projected expenditures exceed our projected revenues on an annual basis. To fund the budgeted expenditures, the district uses one-time carryover funds (reserves) as well as our remaining one-time COVID funds.

In 2022-23 fiscal year, the District is projected to meet its minimum reserve requirement for its current year and two out year budgets. It is noteworthy that the District continues to benefit from the tremendous support of our community in the form of local funds received through bonds, parcel taxes, grants and donations.

As experienced in approximately 80% of school districts in California, enrollment for both the Elementary and Secondary Districts is projected to decline. Although the decline in enrollment in the Elementary District will not negatively affect revenues, the loss in our Secondary District will result in a decline in revenue.

The budget also reflects the continued expenditure of Measure A and B resources on facilities modernization and repair during the fiscal year. We remain grateful to our community for their support as these resources have had a significant, positive impact on the student learning experience of our students.

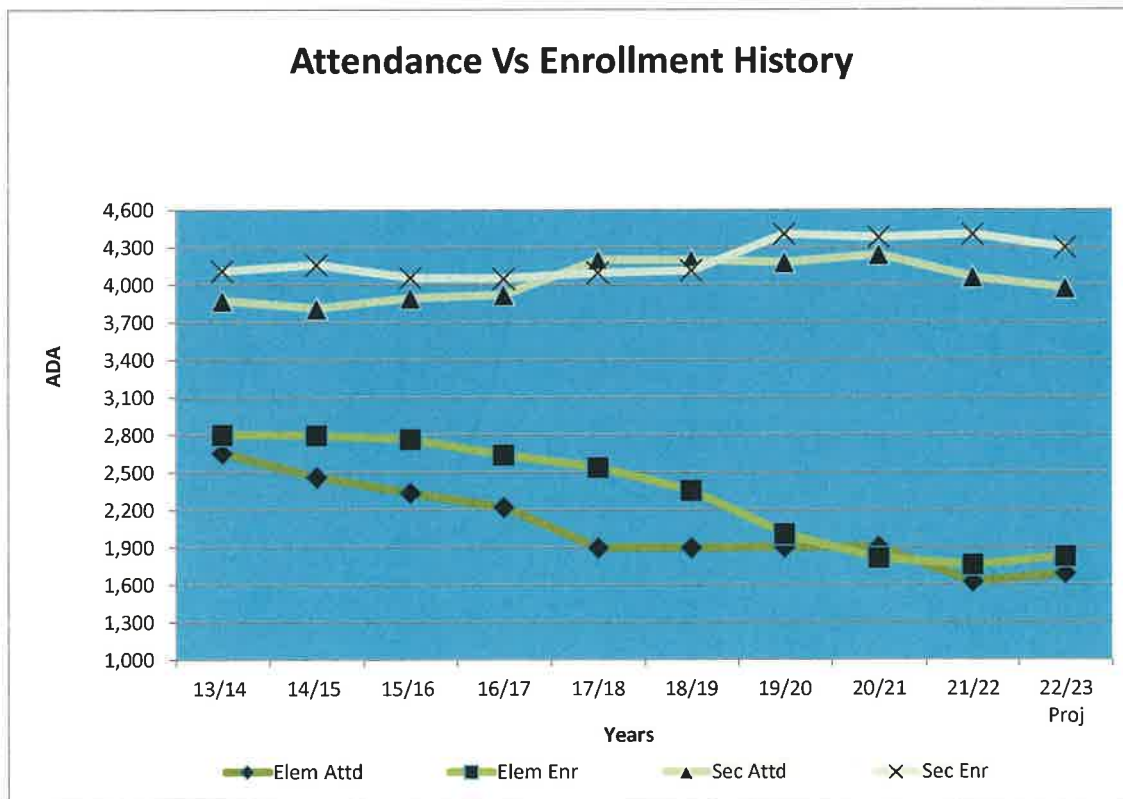
The 2022-23 General Fund budget will be fluid as we incorporate changing information during our interim reporting. Current economic forecasts are projecting a revenue slowdown and recession. In spite of this forecast, SCCS continues to commit resources to prioritize and allocate people, time and funding in a way that will enhance the student experience.

Attendance VS. Enrollment

For the secondary district, the average daily attendance, or ADA, is critical to the district because it is used as the basis for the district LCFF calculation. Districts are only allowed to calculate ADA from **actual** student attendance. This means the district does not receive funding for any all day absences. The secondary district's enrollment is projected to decline in FY 22/23. This means that the "prior year guarantee" will be used to calculate the revenue limit as it was in previous years. From a financial perspective, ADA for the elementary district is less important since the district is funded as a basic aid district which is based on local property tax collection.

For 2022/23, the elementary district enrollment to ADA ratio is projected to be 92.5% and the secondary ratio is also at 92.5%.

Year	Elementary District				Secondary District			
	Attendance	% Change	Enrollment	% Change	Attendance	% Change	Enrollment	% Change
2010/11	2,475	-0.40%	2,630	0.23%	3,973	0.38%	4,227	0.24%
2011/12	2,605	5.25%	2,735	3.99%	3,931	-1.06%	4,196	-0.73%
2012/13	2,628	0.88%	2,781	1.68%	3,954	0.59%	4,183	-0.31%
2013/14	2,654	1.00%	2,800	0.68%	3,874	-2.02%	4,111	-1.72%
2014/15	2,598	-2.12%	2,795	-0.18%	3,824	-1.29%	4,160	1.19%
2015/16	2,462	-5.23%	2,764	-1.11%	3,811	-0.34%	4,057	-2.48%
2016/17	2,335	-5.16%	2,638	-4.56%	3,895	2.20%	4,050	-0.17%
2017/18	2,221	-4.88%	2,537	-3.83%	3,921	0.67%	4,095	1.11%
2018/19	1,896	-14.63%	2,355	-7.17%	4,196	7.01%	4,112	0.42%
2019/20	1,900	0.21%	2,006	-14.82%	4,179	-0.41%	4,405	7.13%
2020/21	1,900	0.00%	1,810	-9.77%	4,241	1.48%	4,379	-0.59%
2021/22	1,620	-14.74%	1,758	-12.36%	4,059	-2.87%	4,402	-0.07%
2022/23	1,688	-11.16%	1,824	0.77%	3,974	-6.30%	4,296	-1.90%



2022-2023 Restricted & Unrestricted Budget**Summary By Object
General Fund Only**

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Revenue			
LCFF Sources	78,144,114	0	78,144,114
Federal Revenue	0	6,864,309	6,864,309
State Revenue	1,232,710	6,353,496	7,586,206
Local Revenue	6,943,674	817,223	7,760,897
	<u>86,320,498</u>	<u>14,035,028</u>	<u>100,355,526</u>
Expenditures			
Certificated	30,233,681	8,948,977	39,182,658
Classified	10,517,992	4,981,860	15,499,852
Benefits	18,109,125	10,924,732	29,033,857
Books & Supplies	2,776,334	1,773,341	4,549,675
Services, Other Ops, Outgo	7,463,263	6,407,712	13,870,975
Direct/Indirect Support	(1,087,801)	1,087,801	0
	<u>68,012,594</u>	<u>34,124,423</u>	<u>102,137,017</u>
Excess/Deficiency	18,307,904	(20,089,395)	(1,781,491)
Other Financing			
Transfers In:			
from Building Fund RDA	2,500,000		2,500,000
Transfers Out:			
Cafeteria Contribution	(650,696)		(650,696)
Contributions To Restr.:			
Restricted Misc.	(243,088)	243,088	0
Special Education	(17,075,256)	17,075,256	0
Routine Maintenance	(2,903,377)	2,903,377	0
Net Inc/Dcr to Fund Balance	(64,513)	132,326	67,813
Estimated 21/22 Ending Fund Balance	20,493,320	792,445	21,285,765
Projected 22/23 Ending Fund Balance	20,428,807	924,771	21,353,578
Designations	59,584		59,584
Restricted		924,771	924,771
Committed	5,499,159		5,499,159
3% Required Reserve	3,083,631		3,083,631
Undesignated	11,786,432		11,786,432
District's Projected Reserve			14.47%

**2022-23 UNRESTRICTED & RESTRICTED
PROJECTED EXPENDITURES**

Budget Terms Defined

LCFF Base

Base funds for district and school operations are generated by Average Daily Attendance and property taxes. They are utilized to pay for the essential operations of the district. Schools and departments receive necessary and fundamental funding, e.g. facilities, essential staff such as classroom teachers, principals, clerical support and basic supplies and services through Base.

LCFF Supplemental

LCFF Supplemental expenditures go beyond basic costs, funding includes LCFF supplemental formula dollars. These LCFF funds are composed of former "State Categoricals" and "Tier III funds". They supplement Base site and district programs. Like Base, these funds now reside in the general fund. Most of these funds will be allocated by formula to support school site and district programs. They will be monitored by the district and community through the Local Control Accountability Plan. See "Supplemental" below for a description of these funds.

Supplemental

Under LCFF the district receives extra funding for students targeted for extra assistance: English learners (EL), Foster Youth (FY), and low-income students (LI). Supplemental money must be spent on services that support these populations. LCFF supplemental may be conceptualized as what used to be called EIA. These are the proposed supplemental expenditures for 2022/23:

- Advancement Via Individual Determination (AVID)
- Central Office Supports in Curriculum and Instruction for Budget Management and Parent Engagement
- Common Core Standards Instructional Coaches
- Counselors
- Elementary-PBIS (Positive Behavior and Intervention and Support)/Behavior Coaches & Techs
- English Learner Instructional Resource Teachers
- Foster Youth Collaborative
- Newcomer Sections and Supports
- Next Generation Science Standards Coach
- Response to Intervention Coordinators and Program Staffing (Instructional Techs & Learning Assistants)
- School Community Coordinators
- Foster Youth Collaborative
- Newcomer Sections and Supports
- School Community Coordinators
- School Connected / Activities Directors
- SCIL Stipends
- Secondary Reading & Math Intervention Sections
- Secondary Homework Clubs and After School Academic Supports
- Science & Social Studies Coaches
- Site specific programs and services as outlined in Single Plans for Student Achievement
- Social Work Interns
- Social Workers
- Summer School - Credit Recovery

Categorical

Various state categorical programs still exist and still must follow the same rules. They are: ASES, Career Technical Education incentive Grant, Ag Incentive Grant, Classified School Employees Professional Development Block Grant, Low Performing Students Block Grant, Assessments, Child Nutrition, Partnership Academies, Perkins, and Special Education.

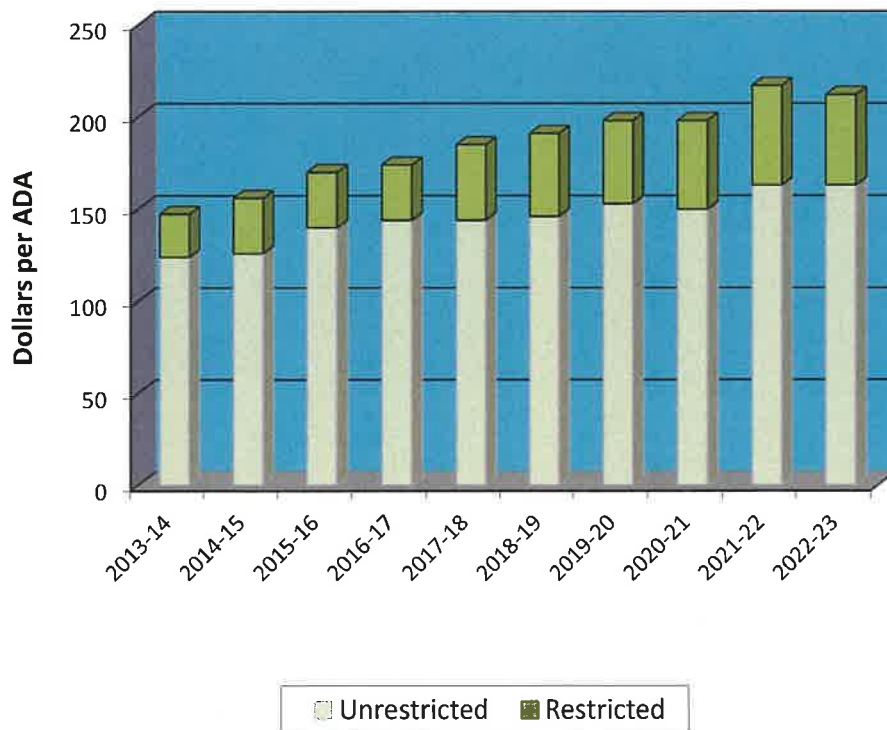
Lottery Income and its History

The California State Lottery is projected to yield \$1,189,992, or approximately 1.27%, of the District's income in 2022-23.

Lottery income is not a stable source of income for the District, but instead has ranged from a low of \$77 per ADA in 1991-92 to a high of \$228 ADA in 2021-22. Since the income is not consistent, the expenditures have also varied widely.

Since 1997-98, school districts have been required to use 50% of the growth in Lottery allocations for the purchase of instructional materials. In 2022-23, it is projected that California school districts will receive \$163 per ADA in unrestricted funds and \$65 per ADA in restricted funds for instructional materials purchased.

Lottery Income History



Parcel Tax

Santa Cruz City Schools has been very fortunate to have the support of local taxpayers by way of the approval of two parcel tax measures.

Measure T - \$3,483,870

2022/23 Estimated Revenue

Approved March 2020

Duration: Ongoing

Assessment: \$110 per year per parcel throughout high school district

Funds: Grade 9-12

>Library and Counseling Service

>Visual and Performing Arts

>Career Technical Education

>After School Athletics

Replaced Measures I & O

Measure U - \$3,062,429

2022/23 Estimated Revenue

Approved March 2020

Duration: Ongoing

Assessment: \$85 per year per parcel in elementary district

Funds: Grade K-8

>Library and Counseling Services

>Visual and Performing Arts

>Class Size Reduction

>Science and Engineering Programs

>Afterschool Enrichment and Support

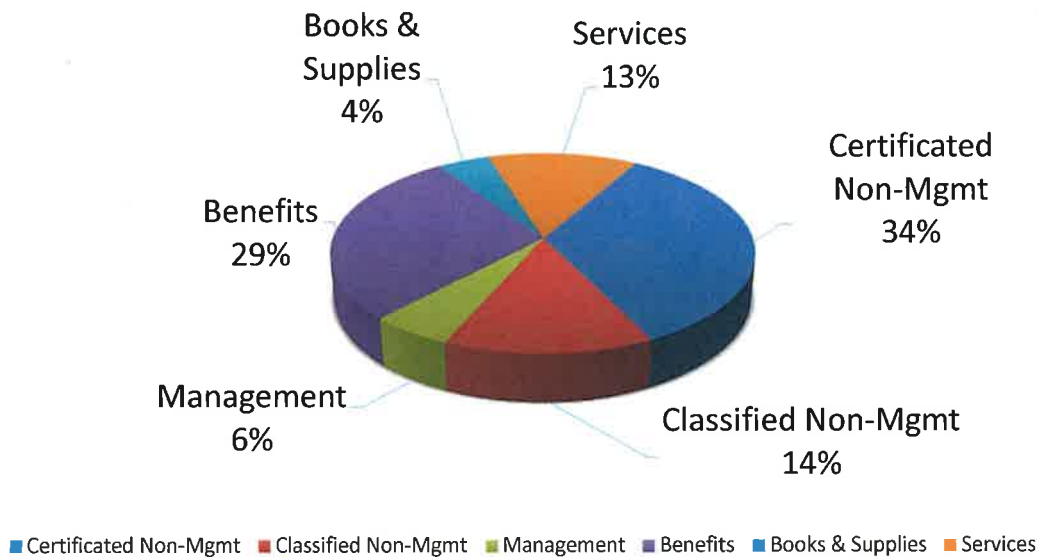
Replaced Measures J & P

Total combined unrestricted, but designated, revenue estimated for 2022/23 is **\$6,546,299**

Expenditures

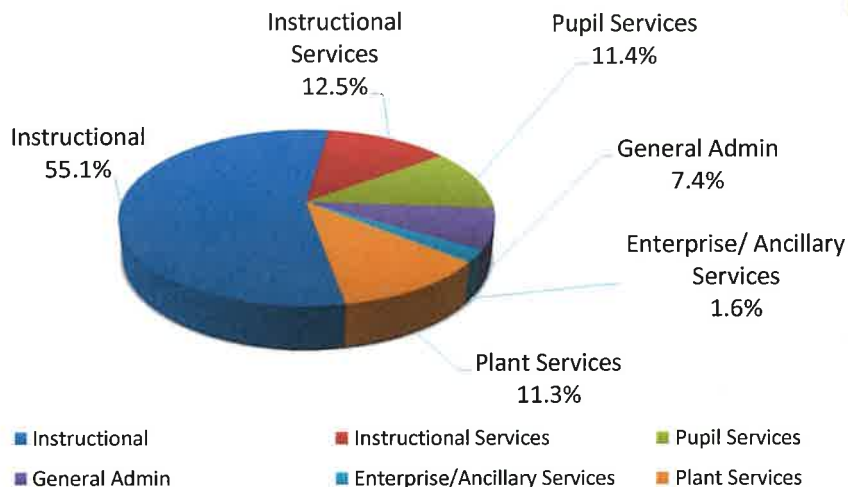
Most of the expenditures of the districts are committed to the salaries and benefits for employees. Certificated employees include teachers, counselors, librarians, or others who provide services that require credentials. Classified/confidential employees include all of the support personnel including positions such as instructional aides, administrative assistants, secretaries, bus drivers, custodians, etc. Management employees include principals, assistant principals, directors, supervisors, cabinet members.

General Fund Expenditures By Category



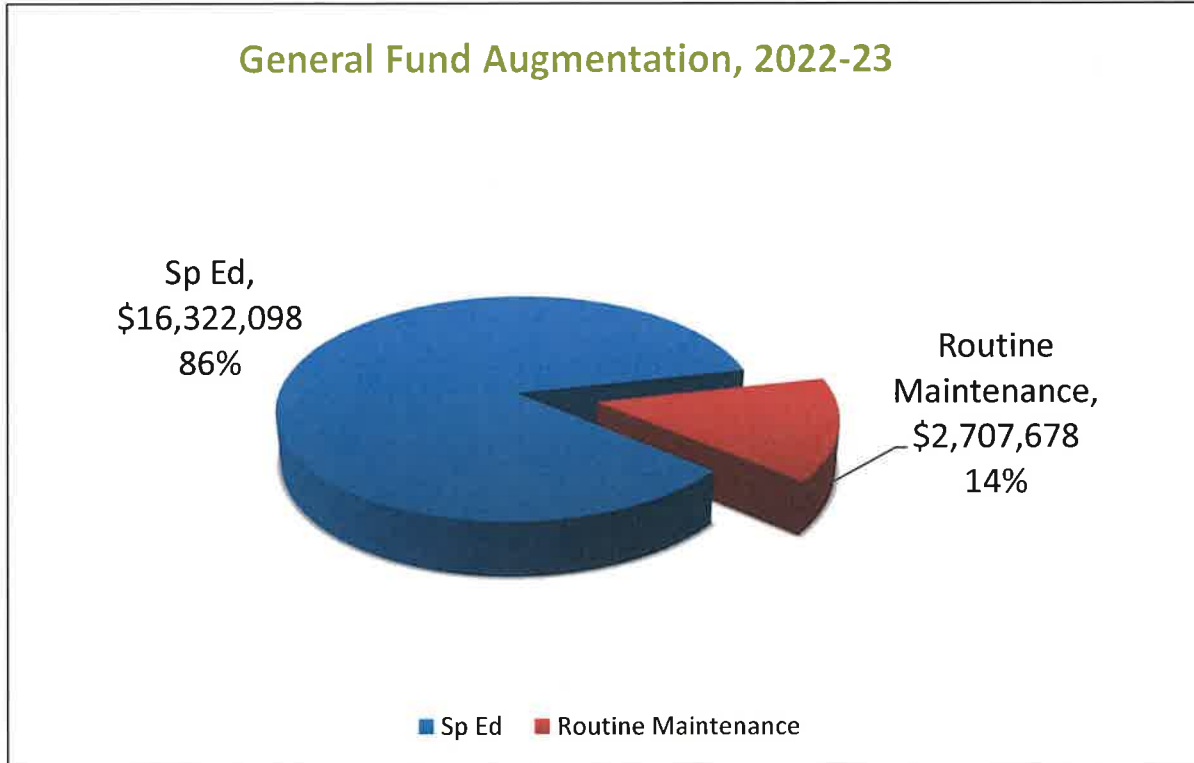
Function codes describe the activities or services performed to accomplish one or more objectives, or the activity for which a service or a material object is acquired. All expenditures must be coded to a function.

General Fund Expenditures By Function



Contributions to Restricted

Contribution to restricted programs are required when the revenues for a given restricted resource are less than the expenditures necessary to operate the program. Contributions are also made to unrestricted, but designated, programs to ensure their services continue. These contributions to programs are referred to as "Augmentation" at SCCS. Special Education is the largest program that is augmented.



Interfund Transfer In and Out

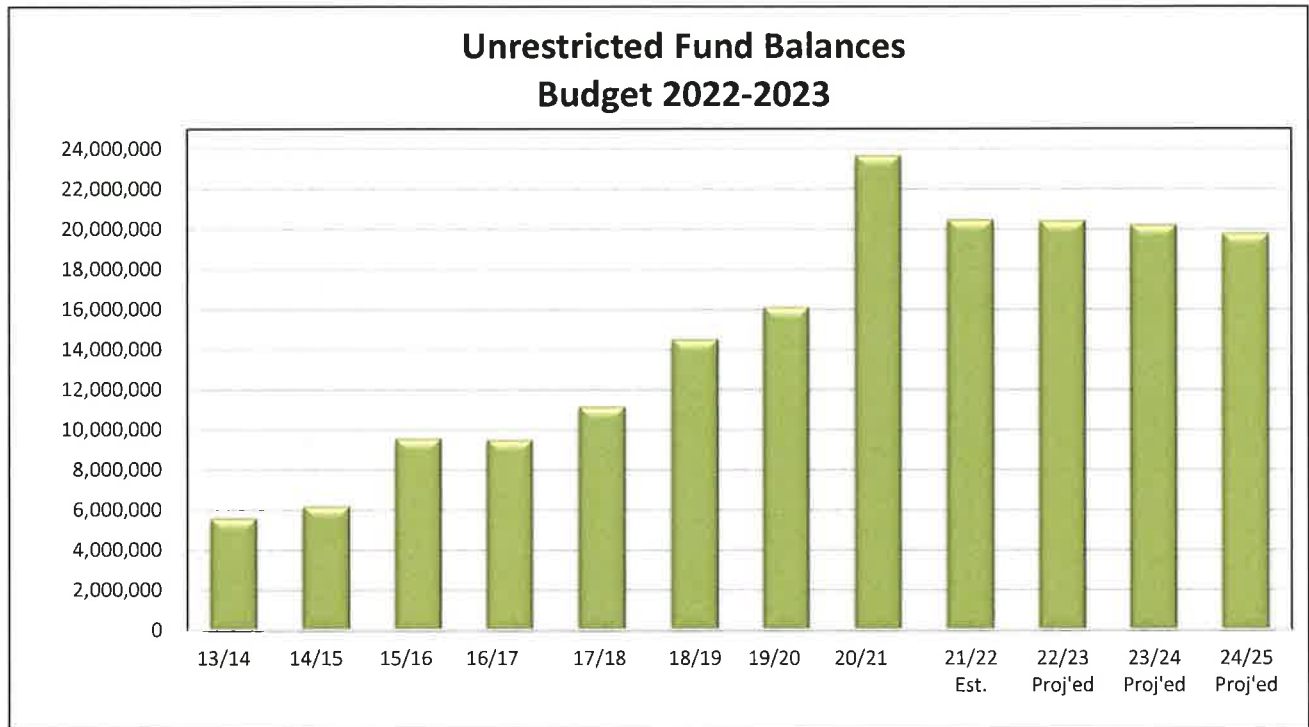
Interfund transfers are made when money is moved between funds to support the activities of a specific fund. Included in the 2022-23 Budget are the following transfers:

Transfers In		
From Building Fund RDA		\$2,500,000
Transfer Out		
To Cafeteria Fund		\$650,696

Unrestricted Ending Fund Balance

The "unrestricted" Net Ending Balance is the single most watched characteristic of a district's fiscal health. SCCS is required to have a 3% minimum balance available to meet potential emergency needs. Ensuring that adequate balances are available at the end of the year is an important part of district fiscal management.

This chart reflects Santa Cruz City Schools' Unrestricted Ending Balance over a 12 year period. The components of the Fund Balance include the 3% required reserve and any designated amounts reserved for specific purposes.



2005-06 was the first year that the Elementary District was Basic Aid. In 2009-10, the District received \$3,500,000 in one-time Federal ARRA funding. In 2010-11, the District received \$1,233,358 in one-time Federal JOBS-ARRA funding. The revenue for the JOBS-ARRA was held in reserve and was budgeted for teachers cost in FY 11/12. In 2015-16, the District received \$3,469,656 in One-time Mandated Cost funds. In March 2020 COVID-19 hit the world, in FY 2020-21 the district received it's first round of Learning Loss Mitigation Funds(LLMF) of \$4,905,934, it's second round of LLMF of \$3,657,641 and it's third round of LLMF of \$6,778,643. In FY 2021-22 the district received \$8,196,754 it's fourth round of LLMF, it also received \$3,091,250 in AB130 Education Investment Funding.

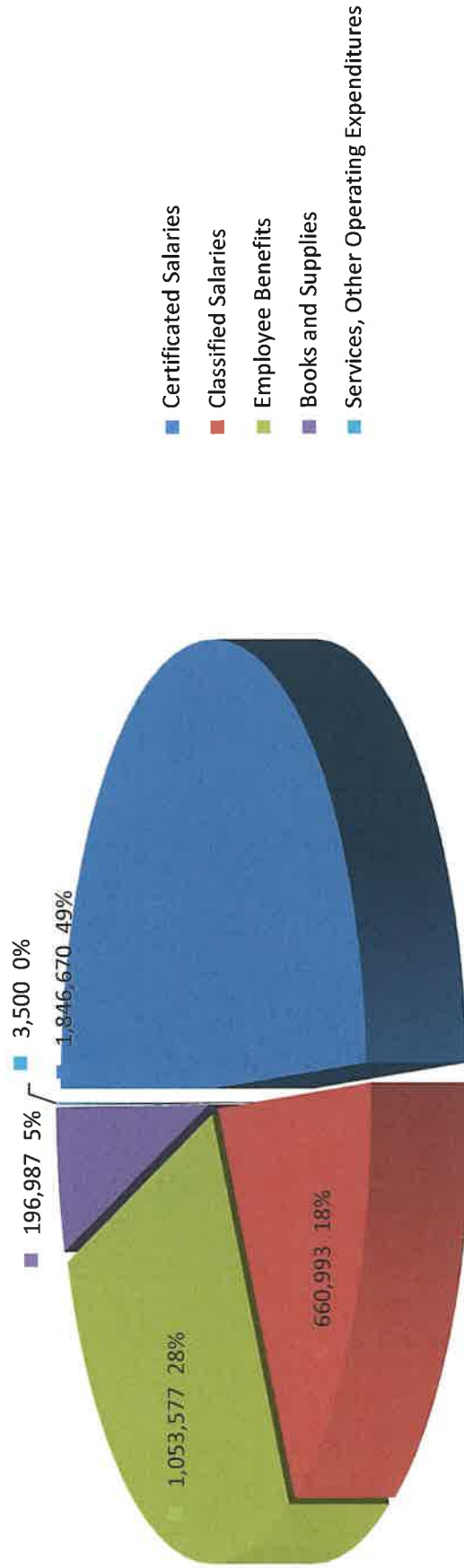
% of Unrestricted Reserve

2013/14	7.49%	2019/20	6.32%	
2014/15	9.19%	2020/21	8.98%	
2015/16	13.04%	2021/22	9.65%	Est
2016/17	11.99%	2022/23	11.43%	Proj'd
2017/18	7.46%	2023/24	11.00%	Proj'd
2018/19	4.66%	2024/25	10.73%	Proj'd

Santa Cruz City Schools
 Bay View Elementary School
 2022-2023 Budget Projections

Funding Source	A	B	C	D	E	F	G	H	I	J
	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	ASES	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures										
Certificated Salaries	1,393,788	88,187	277,021	1,758,996				87,674	87,674	1,846,670
Classified Salaries	363,457	86,874	46,126	496,457	38,981		81,419	44,136	164,536	660,993
Employee Benefits	717,983	92,661	153,281	963,925	3,939		44,865	40,848	89,652	1,053,577
Books and Supplies	15,635	82,921	5,000	103,556	67,581		7,763	18,087	93,431	196,987
Services, Other Operating Expenditures						3,500			3,500	3,500
Total Expenditures	2,490,863	350,643	481,428	3,322,934	110,501	3,500	134,047	190,745	438,793	3,761,727
Certificated FTE										
Teachers	14,000	1,000	1,100	16,100				1,000	1,000	17,100
Counselors			1,000	1,000						1,000
Library Media Teacher			1,000	1,000						1,000
Principal	1,000			1,000						1,000
Total Certificated FTE	15,000	1,000	3,100	19,100	-	-	-	1,000	1,000	20,100
Classified FTE										
Paraeducator Academic Intervention	0.4938			0.494	0.988			0.869	1.856	2.350
Paraeducator		1.125		1.125						1.125
Instructional Specialist - Life Lab			0.500	0.500						0.500
Library Media Assistants			0.500	0.500						0.500
Program / School Coordinators		0.750		0.750			0.625		0.625	1.375
School Administrative Asst IV	1.000			1,000						1,000
After School Program Support							1.019		1.019	1.019
Office Assistant	0.4375			0.438						0.438
Health Office Assistant	0.375			0.375						0.375
Custodians	3.000			3,000						3,000
Playground Recess Coach	0.375			0.375						0.375
Behavior Techs PBIS	1.375	0.200		1.575						1.575
Yard Duty Monitors	0.8814			0.881						0.881
Total Classified FTE	7.9377	2.075	1,000	11,013	0.988	-	1.644	0.869	3,500	14,513
Total FTE	22,938	3,075	4,100	30,113	0.988	-	1.644	1.869	4,500	34,613

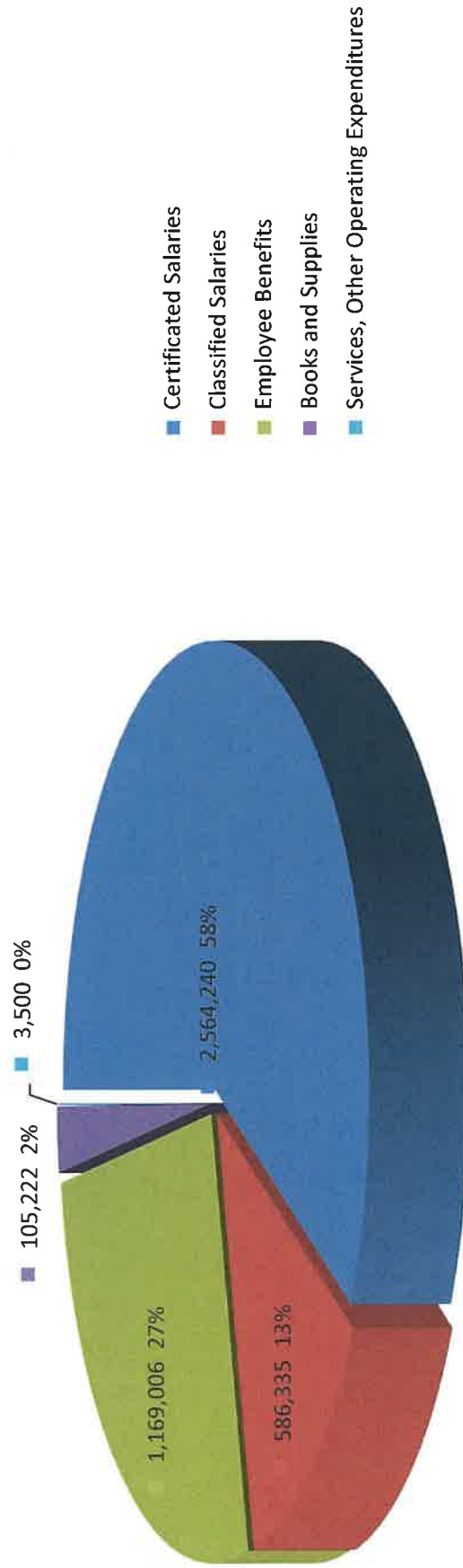
Bay View Elementary Expenditures 2022/23



Santa Cruz City Schools
Delaveaga Elementary School
2022/2023 Budget Projections

Funding Source	A	B	C	D	E	F	G	H	I	J
	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	ASES	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures										
Certificated Salaries	2,069,072	97,385	322,192	2,488,649	-			75,591	75,591	2,564,240
Classified Salaries	383,660	96,653	42,104	522,417	-			63,918	63,918	586,335
Employee Benefits	892,784	73,084	160,819	1,126,687	-			42,319	42,319	1,169,006
Books and Supplies	23,825	65,550	5,000	94,375	-			10,847	10,847	105,222
Services, Other Operating Expenditures				-		3,500			3,500	3,500
Total Expenditures	3,369,341	332,672	530,115	4,232,128	-	3,500	-	192,675	196,175	4,428,303
Certificated FTE										
Teachers	21.000	1.000	1.400	23.400				1.000	1.000	24.400
Counselors			1.000	1.000	-			-	-	1.000
Library Media Teacher			1.000	1.000	-			-	-	1.000
Principal	1.000		-	1.000	-			-	-	1.000
Total Certificated FTE	22.000	1.000	3.400	26.400	-	-	-	1.000	1.000	27.400
Classified FTE										
Paraeducator Academic Intervention	0.375	1.186		1.561	-			1.125	1.125	2.686
Paraeducator		0.375		0.375					-	0.375
Instructional Specialist - Life Lab			0.500	0.500					-	0.500
Library Media Assistants			0.500	0.500					-	0.500
Program / School Coordinators		0.750		0.750				0.250	0.250	1.000
School Administrative Asst IV	1.000			1.000					-	1.000
After School Program Support				-					-	-
Office Assistant	0.4375			0.438					-	0.438
Health Office Assistant	0.225			0.225					-	0.225
Custodians	3.000			3.000					-	3.000
Playground Recess Coach	0.375			0.375					-	0.375
Behavior Techs PBIS	1.450	0.300		1.750					-	1.750
Yard Duty Monitors	1.842			1.842					-	1.842
Total Classified FTE	8.7039	2.611	1.000	12.315	-	-	-	1.375	1.375	13.690
Total FTE	30.704	3.611	4.400	38.715	-	-	-	2.375	2.375	41.090

Delaveaga Elementary Expenditures 2022/23



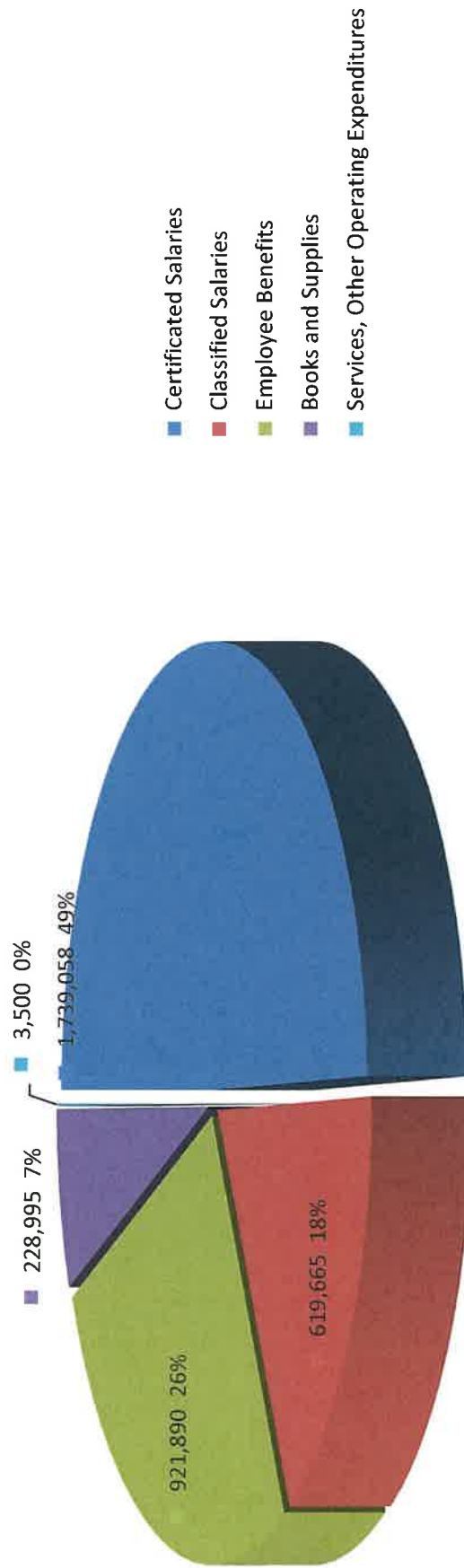
Santa Cruz City Schools

Gault Elementary School

2022/2023 Budget Projections

	A	B	C	D	E	F	G	H	I	J
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	ASES	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures										
Certificated Salaries	1,247,494	118,596	271,344	1,637,434	-			101,624	101,624	1,739,058
Classified Salaries	284,961	123,675	38,705	447,341	39,022		79,126	54,176	172,324	619,665
Employee Benefits	611,173	115,115	130,889	857,177	3,942		24,509	36,262	64,713	921,890
Books and Supplies	15,520	79,678	5,000	100,198	81,686		36,772	10,339	128,797	228,995
Services, Other Operating Expenditures				-		3,500			3,500	3,500
Total Expenditures	2,159,148	437,064	445,938	3,042,150	124,650	3,500	140,407	202,401	470,958	3,513,108
Certificated FTE										
Teachers	13.000	1.000	1.000	15.000	-		-	1.000	1.000	16.000
Counselors	-		1.000	1.000	-	-	-	-	-	1.000
Library Media Teacher			1.000	1.000	-	-	-	-	-	1.000
Principal	1.000		-	1.000	-	-	-	-	-	1.000
Total Certificated FTE	14.000	1.000	3.000	18.000	-	-	-	1.000	1.000	19.000
Classified FTE										
Paraeducator Academic Intervention		0.500		0.500	1.050			1.125	2.175	2.675
Paraeducator		1.000		1.000	0.188				0.188	1.188
Instructional Specialist - Life Lab			0.500	0.500				-	-	0.500
Library Media Assistants			0.500	0.500				-	-	0.500
Program/School Coordinator/Social Wk		1.017		1.017			0.625	-	0.625	1.642
School Administrative Asst IV	1.000			1.000				-	-	1.000
After School Program Support				-			1.813	-	1.813	1.813
Office Assistant	0.4375			0.438				-	-	0.438
Health Office Assistant	0.375			0.375				-	-	0.375
Custodians	2.500			2.500				-	-	2.500
Playground Recess Coach	0.375			0.375				-	-	0.375
Behavior Techs PBIS	1.000	0.750		1.750				-	-	1.750
Yard Duty Monitors	0.175			0.175				-	-	0.175
Total Classified FTE	5.863	3.267	1.000	10.130	1.238	-	2.438	1.125	4.800	14.930
Total FTE	19.863	4.267	4.000	28.130	1.238	-	2.438	2.125	5.800	33.930

Gault Elementary Expenditures 2022/23



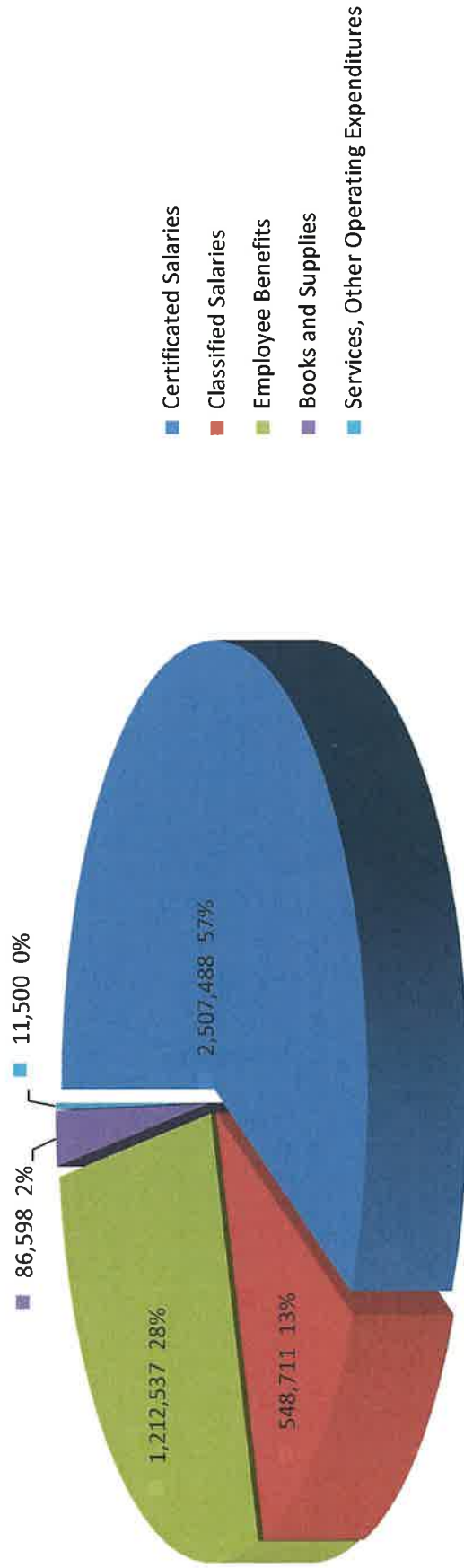
Santa Cruz City Schools

Westlake Elementary School

2022/2023 Budget Projections

	A	B	C	D	E	F	G	H	I	J
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	ASES	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures										
Certificated Salaries	2,032,365	81,958	310,677	2,425,000				82,488	82,488	2,507,488
Classified Salaries	359,030	76,431	49,408	484,869				63,842	63,842	548,711
Employee Benefits	966,212	49,912	153,626	1,169,750				42,787	42,787	1,212,537
Books and Supplies	22,740	42,626	5,000	70,366				16,232	16,232	86,598
Services, Other Operating Expenditures				-		11,500			11,500	11,500
Total Expenditures	3,380,347	250,927	518,711	4,149,985	-	11,500	-	205,349	216,849	4,366,834
Certificated FTE										
Teachers	20.000	0.800	1.300	22.100				1.000	1.000	23.100
Counselors	-		1.000	1.000	-	-	-	-	-	1.000
Library Media Teacher			1.000	1.000	-	-	-	-	-	1.000
Principal	1.000		-	1.000	-	-	-	-	-	1.000
Total Certificated FTE	21.000	0.800	3.300	25.100	-	-	-	1.000	1.000	26.100
Classified FTE										
Paraeducator Academic Intervention		1.500		1.500				1.125	1.125	2.625
Paraeducator	-			-				-	-	-
Instructional Specialist - Life Lab			0.500	0.500				-	-	0.500
Library Media Assistants			0.500	0.500				-	-	0.500
Program / School Coordinators				-				0.250	0.250	0.250
School Administrative Asst IV	1.000			1.000				-	-	1.000
After School Programs Support				-				-	-	-
Office Assistant	1.000			1.000				-	-	1.000
Health Office Assistant	0.375			0.375				-	-	0.375
Custodians	3.0000			3.000				-	-	3.000
Playground Recess Coach	0.375			0.375				-	-	0.375
Behavior Techs PBIS	1.375	0.375		1.750				-	-	1.750
Yard Duty Monitors	1.0972			1.097				-	-	1.097
Total Classified FTE	8.222	1.875	1.000	11.097	-	-	-	1.375	1.375	12.472
Total FTE	29.222	2.675	4.300	36.197	-	-	-	2.375	2.375	38.572

Westlake Elementary Expenditures 2022/23



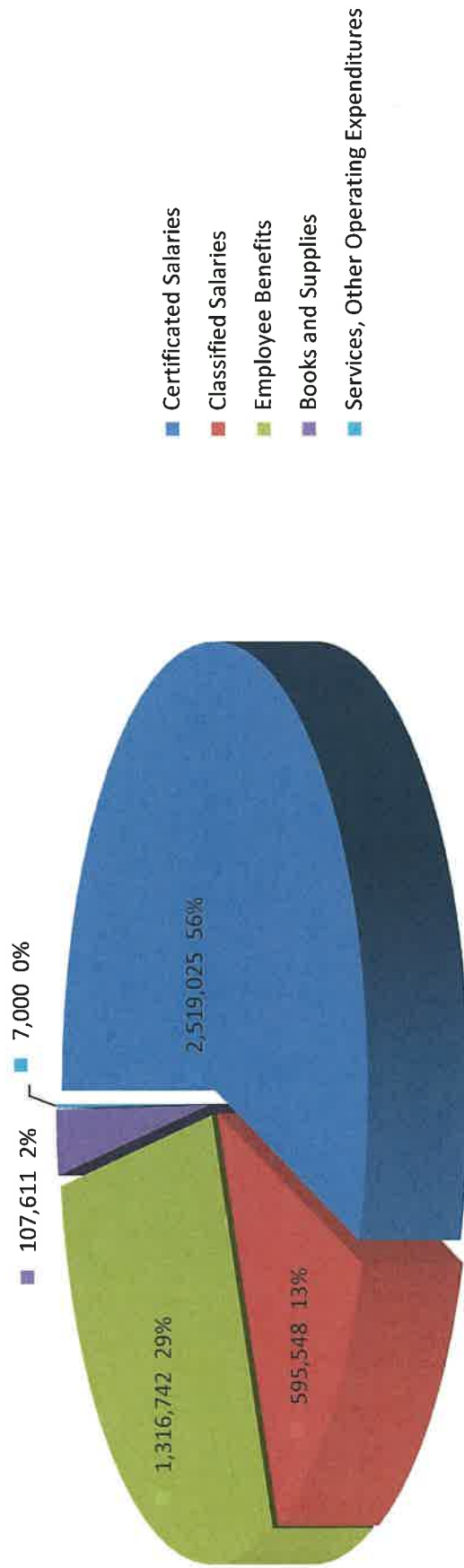
Santa Cruz City Schools

Mission Hill Middle School

2022/2023 Budget Projections

	A	B	C	D	E	F	G	H	I
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures									
Certificated Salaries	1,876,710	194,876	301,436	2,373,022	28,208		117,795	146,003	2,519,025
Classified Salaries	305,550	65,715	72,687	443,952	19,706		131,890	151,596	595,548
Employee Benefits	891,600	120,642	162,734	1,174,976	19,025		122,741	141,766	1,316,742
Books and Supplies	31,295	30,181	25,424	86,900	20,711			20,711	107,611
Services, Other Operating Expenditures			7,000	7,000				-	7,000
Total Expenditures	3,105,155	411,414	569,281	4,085,850	87,650	-	372,426	460,076	4,545,926
Certificated FTE									
Teachers	19,200	2,400	0.800	22,400	0.500		1,400	1,900	24,300
Counselors		0.100	1.200	1,300	-	-	-	-	1,300
Library Media Teacher			1,000	1,000	-	-	-	-	1,000
Principal & Assistant Principal	2,000			2,000	-	-	-	-	2,000
Total Certificated FTE	21,200	2,500	3,000	26,700	0.500	-	1,400	1,900	28,600
Classified FTE									
Paraeducator Academic Intervention				-			1,000	1,000	1,000
Paraeducator				-	0.738			0.738	0.738
Library Media Assistants			0.875	0.875				-	0.875
Program / School Coordinators		1.050		1,050	0.150			0.150	1,200
School Administrative Asst IV	1,000			1,000				-	1,000
School Administrative Asst II	0.750			0.750				-	0.750
After School Programs Support		0.500	0.250	0.750			0.250	0.250	1,000
Mental Health Specialist							1,000		
Attendance Technician	0.503	0.250		0.753				-	0.753
Health Office Assistant	0.375			0.375				-	0.375
Custodians	3,000			3,000	-	-	-	-	3,000
Campus Safety Supervisors	1,000			1,000				-	1,000
Total Classified FTE	6,628	1,800	1,125	9,553	0.888	-	2,250	2,138	11,691
Total FTE	27,828	4,300	4,125	36,253	1,388	-	3,650	4,038	40,291

Mission Hill Middle School Expenditures 2022/23



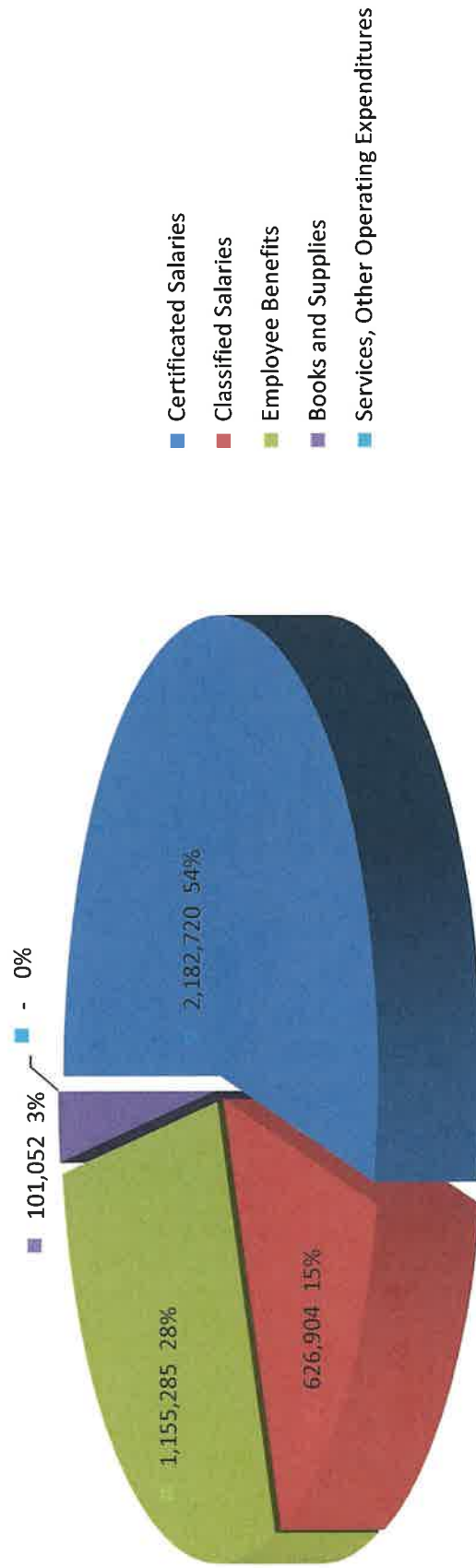
Santa Cruz City Schools

Branciforte Middle School

2022/2023 Budget Projections

	A	B	C	D	E	F	G	H	I
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title I	Title II	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures									
Certificated Salaries	1,564,999	227,824	268,581	2,061,404	32,088		89,228	121,316	2,182,720
Classified Salaries	324,572	84,183	87,332	496,087	12,721		118,096	130,817	626,904
Employee Benefits	811,269	96,049	129,875	1,037,193	10,035		108,057	118,092	1,155,285
Books and Supplies	23,395	19,317	29,704	72,416	28,636		-	28,636	101,052
Services, Other Operating Expenditures				-			-	-	-
Total Expenditures	2,724,235	427,373	515,492	3,667,100	83,480	-	315,381	398,861	4,065,961
Certificated FTE									
Teachers	19.200	2.200	0.600	22.000	0.400		1.200	1.600	23.600
Counselors		0.200	1.200	1.400	0.200	-	-	0.200	1.600
Library Media Teacher			1.000	1.000	-	-	-	-	1.000
Principal & Assistant Principal	2.000			2.000	-	-	-	-	2.000
Total Certificated FTE	21.200	2.400	2.800	26.400	0.600	-	1.200	1.800	28.200
Classified FTE									
Paraeducator Academic Intervention		0.750		0.750	0.475		0.750	0.750	1.500
Paraeducator		-		-				0.475	0.475
Library Media Assistants			0.875	0.875				-	0.875
Program / School Coordinators		1.000	0.450	1.450				-	1.450
School Administrative Asst IV	1.000			1.000				-	1.000
School Administrative Asst II	0.750			0.750				-	0.750
After School Program Support		0.500		0.500				-	0.500
Mental Health Specialist							1.000	-	
Attendance Technician	0.503			0.503				-	0.503
Health Office Assistant	0.375			0.375				-	0.375
Custodians	3.000			3.000	-			-	3.000
Campus Safety Supervisors	1.000			1.000				-	1.000
Total Classified FTE	6.628	2.250	1.325	10.203	0.475	-	1.750	1.225	11.428
Total FTE	27.828	4.650	4.125	36.603	1.075	-	2.950	3.025	39.628

Branciforte Middle School Expenditures 2022/23



Santa Cruz City Schools

Harbor High School

2022/23 Budget Projections

Funding Source	A	B	C	D	E	F	G	H	I	J	K
	LCFF Base Unrestricted	LCFF Supplemental	Measure T 0809	Total Unrestricted	Title I	Perkins CTE	Restricted Lottery	Learning Loss Mitigation Funds	Career Technical Education	Total Restricted	Total LCFF Base
Expenditures											
Certificated Salaries	2,990,833	292,456	726,529	4,009,818	75,193			266,835	18,337	360,365	4,370,183
Classified Salaries	562,342	59,748	318,839	940,929	16,832			133,163		149,995	1,090,924
Employee Benefits	1,444,198	139,226	375,036	1,958,460	28,493			177,357	7,693	213,543	2,172,003
Books and Supplies	83,523	152,839	70,415	306,777	122,448	25,581			2,833	150,862	457,639
Services, Other Operating Expenditures	10,500	23,820	46,800	81,120						-	81,120
Capital Outlay											
Total Expenditures	5,091,396	668,089	1,537,619	7,297,104	242,966	25,581	-	577,355	28,863	874,765	8,171,869
Certificated FTE											
Teachers	38.400	3.300	4.800	46.500	1.000			2.600	0.200	3.800	50.300
Counselors			3.000	3.000	-	-	-	-	-	-	3.000
Library Media Teacher			1.000	1.000	-	-	-	-	-	-	1.000
Principal & Assistant Principals	3.000			3.000	-	-	-	-	-	-	3.000
Total Certificated FTE	41.400	3.300	8.800	53.500	1.000	-	-	2.600	0.200	3.800	57.300
Classified FTE											
Theater Technician			0.150	0.150							0.150
Paraeducators Academic Intervention Program / School Coordinators		0.4375			0.450			1.000			
Mental Health Specialist		1.000		1.000				1.000		1.000	
Counseling Secretary			1.000								0.438
Library Media Assistant			0.4375	0.438							0.438
Textbook Media Assistant			0.4375	0.438							0.750
School Administrative Asst II	0.750			0.750							1.000
School Administrative Asst III	1.000			1.000							1.000
School Administrative Asst IV	1.000			1.000							0.625
Site Accounting Technician	0.625			0.625							1.000
Attendance Technician	1.000			1.000							0.375
Health Office Assistant	0.375			0.375							4.900
Custodians	4.900			4.900							2.000
Campus Safety Supervisors	2.000			2.000							
Total Classified FTE	11.650	1.438	2.025	15.113	0.450	-	-	2.000	-	1.000	13.675
Total FTE	53.050	4.738	10.825	68.613	1.450	-	-	4.600	0.200	4.800	70.975

Harbor High School Expenditures 2022/23



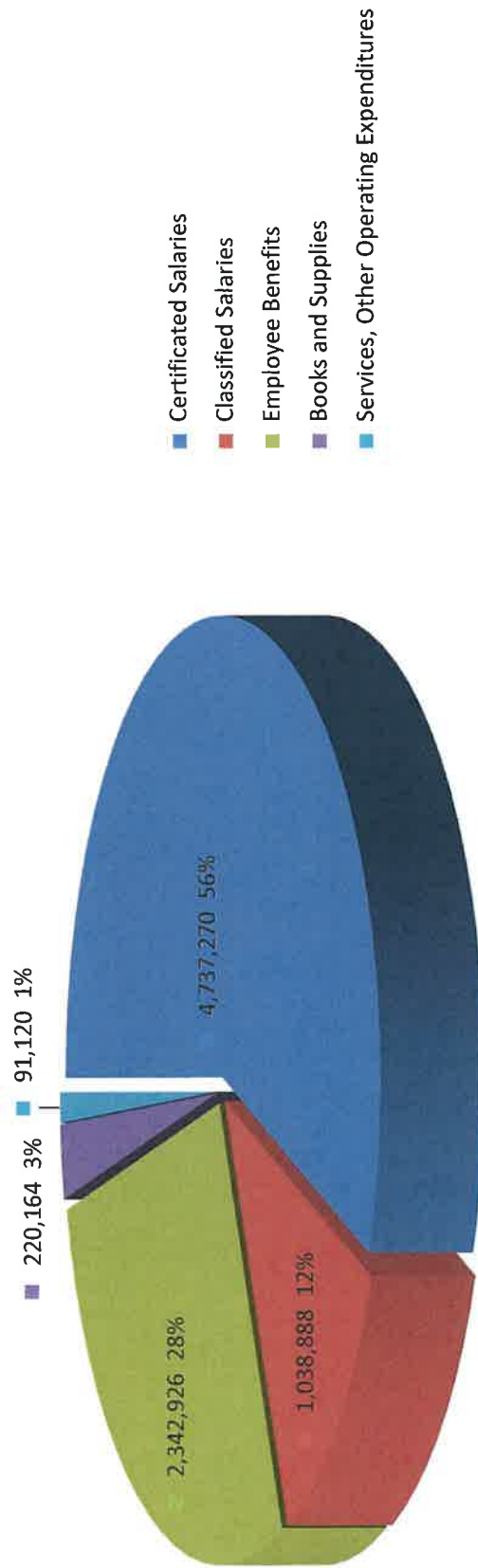
Santa Cruz City Schools

Santa Cruz High School

2022/23 Budget Projections

	A	B	C	D	E	F	G	H	I	J	K	L
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure T 0809	Total Unrestricted	Title II	Title IV	Perkins CTE	Restricted Lottery	Learning Loss Mitigation Funds	Career Technical Education Grant	Total Restricted	Total General Fund
Expenditures												
Certificated Salaries	3,620,575	214,890	643,765	4,479,230					208,891	49,149	258,040	4,737,270
Classified Salaries	563,981	54,417	300,273	918,671					120,217		120,217	1,038,888
Employee Benefits	1,728,031	84,466	355,790	2,168,287					156,383	18,256	174,639	2,342,926
Books and Supplies	75,890	65,359	57,233	198,482			18,849			2,833	21,682	220,164
Services, Other Operating Expenditures	7,500	23,820	46,800	78,120	3,000	10,000					13,000	91,120
Capital Outlay												
Total Expenditures	5,995,977	442,952	1,403,861	7,842,790	3,000	10,000	18,849	-	485,491	70,238	587,578	8,430,368
Certificated FTE												
Teachers	39.690	2.420		42.110					2.500	0.570	3.070	45.180
Counselors												
Library Media Teacher												
Principal & Assistant Principals	3.000			3.000								3.000
Total Certificated FTE	42.690	2.420	-	45.110	-	-	-	-	2.500	0.570	3.070	48.180
Classified FTE												
Program / School Coordinators		1.000		1.000								1.000
Library Media Assistant			0.438	0.438								0.438
Textbook Media Assistant			0.438	0.438								0.438
School Administrative Asst II	0.750			0.750								0.750
School Administrative Asst III	1.000		1.000	2.000								2.000
School Administrative Asst IV	1.000			1.000								1.000
Site Accounting Technician	0.625			0.625								0.625
Paraeducator Academic Intervention		0.43750							1.000			1.000
Mental Health Specialist									1.000			1.000
Attendance Technician	1.000			1.000								1.000
Health Office Assistant	0.375			0.375								0.375
Custodians	4.900			4.900								4.900
Campus Safety Supervisors	2.000			2.000								2.000
Total Classified FTE	11.650	1.4375	1.875	14.963	-	-	-	-	2.000	-	1.000	15.525
Total FTE	54.340	3.8575	1.875	60.073	-	-	-	-	4.500	0.570	4.070	63.705

Santa Cruz High School Expenditures 2022/23



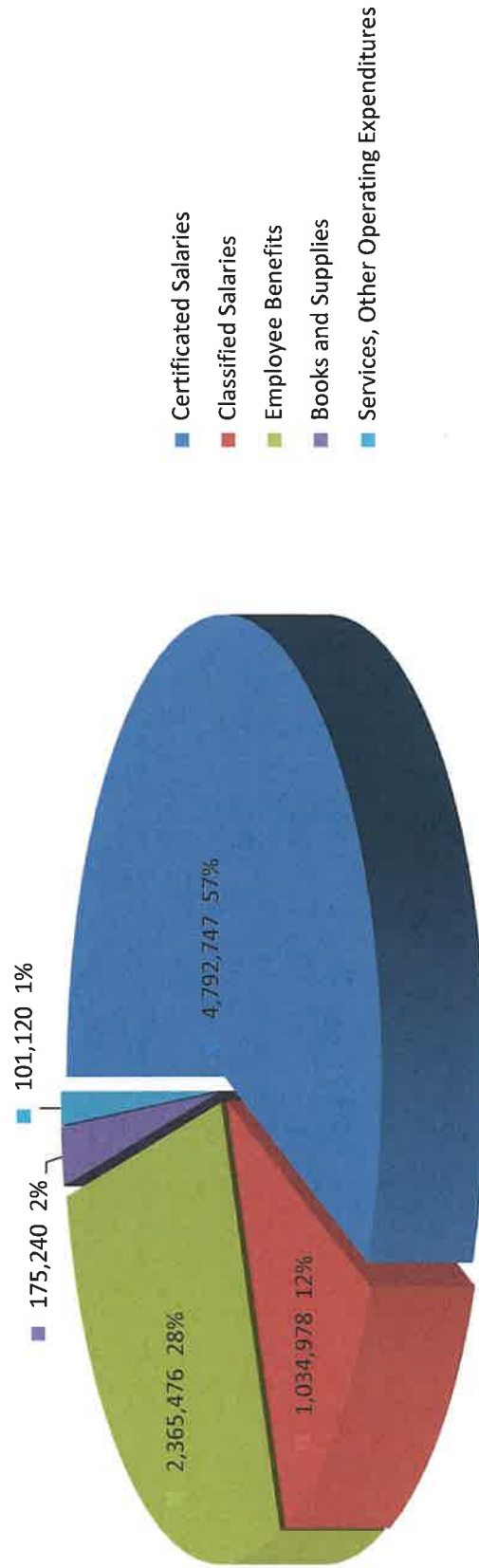
Santa Cruz City Schools

Soquel High School

2022/23 Budget Projections

	A	B	C	D	E	F	G	H	I	J	K
Funding Source	LCFF Base Unrestricted	LCFF Supplemental	Measure I 0809	Total Unrestricted	Title IV	Perkins CTE	Restricted Lottery	Learning Loss Mitigation Funds	Career Technical Education	Total Restricted	Total General Fund
Expenditures											
Certificated Salaries	3,518,012	211,384	816,016	4,545,412				193,510	53,825	247,335	4,792,747
Classified Salaries	538,650	44,518	328,132	911,300				123,678		123,678	1,034,978
Employee Benefits	1,689,930	125,011	423,755	2,238,696				114,398	12,382	126,780	2,365,476
Books and Supplies	62,740	7,732	53,353	123,825		25,581			25,834	51,415	175,240
Services, Other Operating Expenditures	7,500	23,820	59,800	91,120	10,000					10,000	101,120
Capital Outlay			4,000	4,000							4,000
Total Expenditures	5,816,832	412,465	1,685,056	7,914,353	10,000	25,581	-	431,586	92,041	559,208	8,473,561
Certificated FTE											
Teachers	35.200	2.200	3.400	40.800	-			2.400	0.600	3.000	43.800
Counselors		0.600	3.000	3.600	-						3.600
Library Media Teacher			1.000	1.000	-						1.000
Principal & Assistant Principals	3.000			3.000	-						3.000
Total Certificated FTE	38.200	2.800	7.400	48.400	-	-	-	2.400	0.600	3.000	51.400
Classified FTE											
Program / School Coordinators		1.000		1.000							1.000
Library Media Assistant			0.4375	0.438							0.438
Textbook Media Assistant			0.4375	0.438							0.438
Paraeducator Academic Intervention								0.875			
School Administrative Asst II	0.750			0.750							0.750
School Administrative Asst III	1.000		1.000	2.000							2.000
School Administrative Asst IV	1.000			1.000							1.000
Site Accounting Technician	0.625			0.625							0.625
Mental Health Specialist								1.000		1.000	
Attendance Technician	1.000			1.000							1.000
Health Office Assistant	0.813			0.813							0.813
Custodians	4.400			4.400	-						4.400
Campus Safety Supervisors	2.000			2.000							2.000
Total Classified FTE	11.5875	1.000	1.875	14.463	-	-	-	1.875	-	1.000	14.463
Total FTE	49.7875	3.800	9.275	62.863	-	-	-	4.275	0.600	4.000	65.863

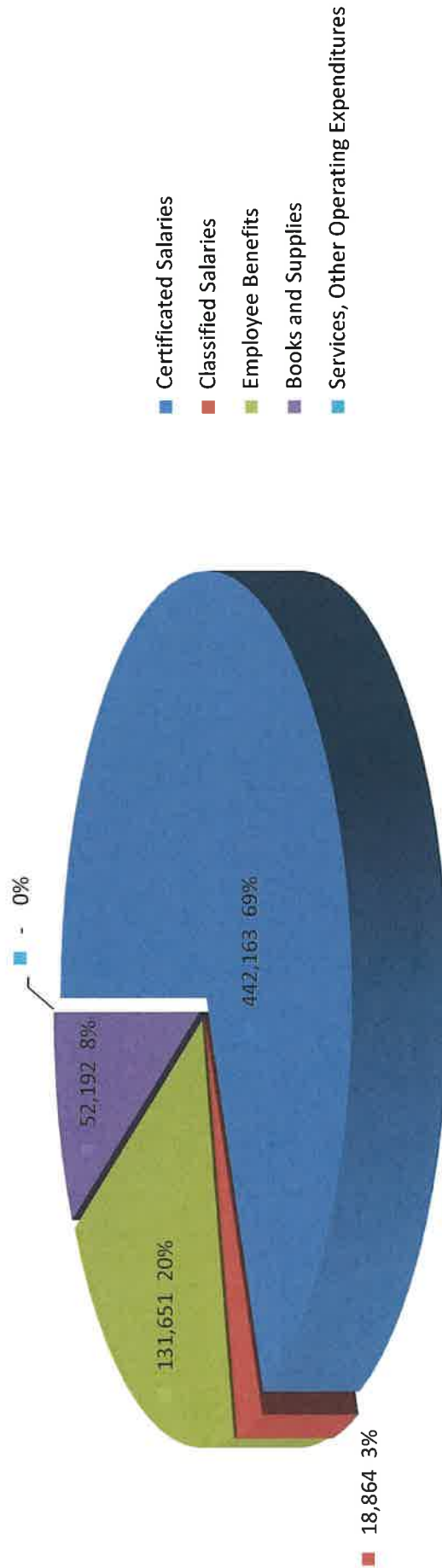
Soquel High School Expenditures 2022/23



Santa Cruz City Schools
AFE Independent Study School
2022/23 Budget Projections

Funding Source	A LCFF Base Unrestricted	B LCFF Supplemental	C Measure U 0808	D Total Unrestricted	E Total Restricted	F Total General Fund
Expenditures						
Certificated Salaries	442,163			442,163	-	442,163
Classified Salaries			18,864	18,864	-	18,864
Employee Benefits	131,651			131,651	-	131,651
Books and Supplies	4,875	17,496	29,821	52,192	-	52,192
Services, Other Operating Expenditures				-	-	-
Capital Outlay				-	-	-
Total Expenditures	578,689	17,496	48,685	644,870	-	644,870
Certificated FTE						
Teachers	3.700			3.700	-	3.700
Counselors				-	-	-
Library Media Teacher				-	-	-
Principal				-	-	-
Total Certificated FTE	3.700	-	-	3.700	-	3.700
Classified FTE						
Paraeducator Academic Intervention				-	-	-
Paraeducator				-	-	-
Instructional Specialist - Life Lab				-	-	-
Library Media Assistants			0.500	0.500	-	0.500
Program / School Coordinators				-	-	-
School Administrative Asst IV				-	-	-
Paraeducator After School Programs				-	-	-
Office Assistant				-	-	-
Health Office Assistant				-	-	-
Custodians				-	-	-
Playground Recess Coach				-	-	-
Behavior Techs PBIS				-	-	-
Yard Duty Monitors				-	-	-
Total Classified FTE	-	-	0.500	0.500	-	0.500
Total FTE	3.700	-	0.500	4.200	-	4.200

AFE Independent Study Expenditures 2022/23



Santa Cruz City Schools

Ark Independent Study School

2022/23 Budget Projections

	A	B	C	D	E	F
Funding Source	General Unrestricted	LCFF Supplemental	Total Unrestricted	Title I	Total Restricted	Total General Fund
Expenditures						
Certificated Salaries	305,492		305,492		-	305,492
Classified Salaries			-		-	-
Employee Benefits	115,816		115,816		-	115,816
Books and Supplies	4,640	25,384	30,024	10,906	10,906	40,930
Services, Other Operating Expenditures			-		-	-
Capital Outlay			-		-	-
Total Expenditures	425,948	25,384	451,332	10,906	10,906	462,238
Certificated FTE						
Teachers	3.800		3.800			3.800
Counselors			-	-	-	-
Library Media Teacher			-	-	-	-
Principal			-	-	-	-
Total Certificated FTE	3.800	-	3.800	-	-	3.800
Classified FTE						
Paraeducator Academic Intervention			-		-	-
Paraeducator			-		-	-
Instructional Specialist - Life Lab			-		-	-
Library Media Assistants			-		-	-
Program / School Coordinators			-		-	-
School Administrative Asst IV			-		-	-
Paraeducator After School Programs			-		-	-
Office Assistant			-		-	-
Health Office Assistant			-		-	-
Custodians			-	-	-	-
Playground Recess Coach			-		-	-
Behavior Techs PBIS			-		-	-
Yard Duty Monitors			-	-	-	-
Total Classified FTE	-	-	-	-	-	-
Total FTE	3.800	-	3.800	-	-	3.800

Ark Independent Study Expenditures 2022/23



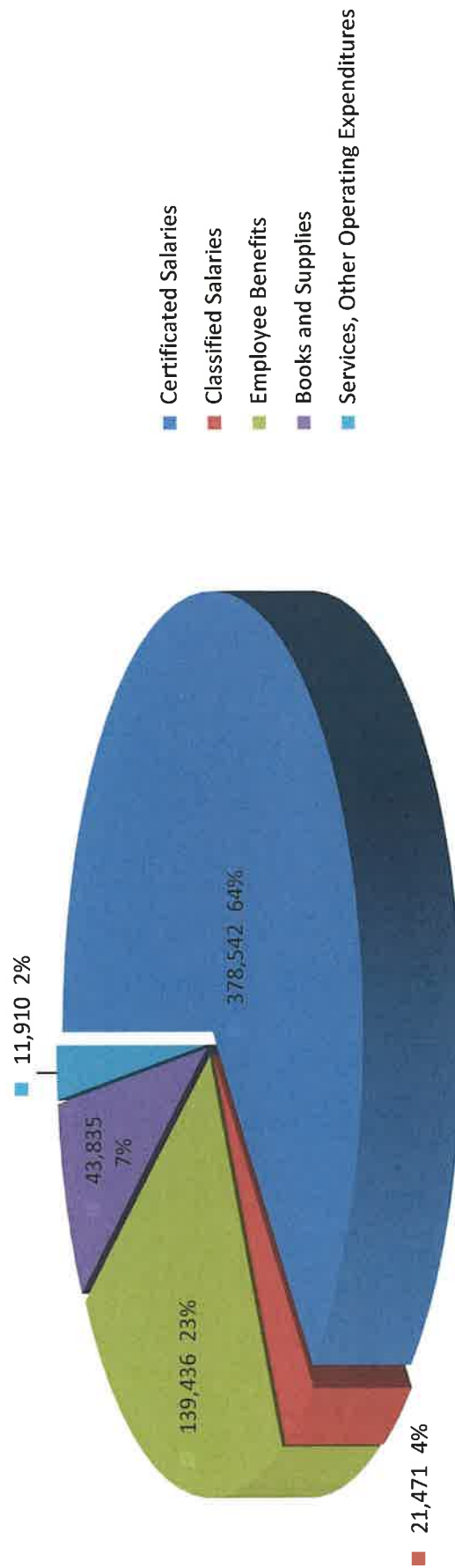
Santa Cruz City Schools

Costanoa Continuation School

2022/23 Budget Projections

	A	B	C	D	E	F	G	H	I
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure T 0809	Total Unrestricted	Title I	Career Technical Education	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures									
Certificated Salaries	254,084	46,548	53,286	353,918	8,624		16,000	24,624	378,542
Classified Salaries				-	21,471			21,471	21,471
Employee Benefits	93,591	17,587	19,205	130,383	5,372		3,681	9,053	139,436
Books and Supplies	3,300	19,773	2,800	25,873	7,962	10,000		17,962	43,835
Services, Other Operating Expenditures		11,910		11,910	-			-	11,910
Capital Outlay				-	-			-	-
Total Expenditures	350,975	95,818	75,291	522,084	43,429	10,000	19,681	73,110	595,194
Certificated FTE									
Teachers	4.200	0.600	0.600	5.400	0.100			0.900	6.300
Counselors				-	-			-	-
Library Media Teacher				-	-			-	-
Principal				-	-			-	-
Total Certificated FTE	4.200	0.600	0.600	5.400	0.100			0.900	6.300
Classified FTE									
Paraeducator Academic Intervention				-	0.375		0.4375	0.813	0.813
Paraeducator				-	0.1125			0.113	0.113
Instructional Specialist - Life Lab				-				-	-
Library Media Assistants				-				-	-
Program / School Coordinators				-				-	-
School Administrative Asst IV				-				-	-
Paraeducator After School Programs				-				-	-
Office Assistant				-				-	-
Health Office Assistant				-				-	-
Custodians				-				-	-
Playground Recess Coach				-				-	-
Behavior Techs PBIS				-				-	-
Yard Duty Monitors				-				-	-
Total Classified FTE	-	-	-	-	0.488		0.438	0.925	0.925
Total FTE	4.200	0.600	0.600	5.400	0.588		0.438	1.825	7.225

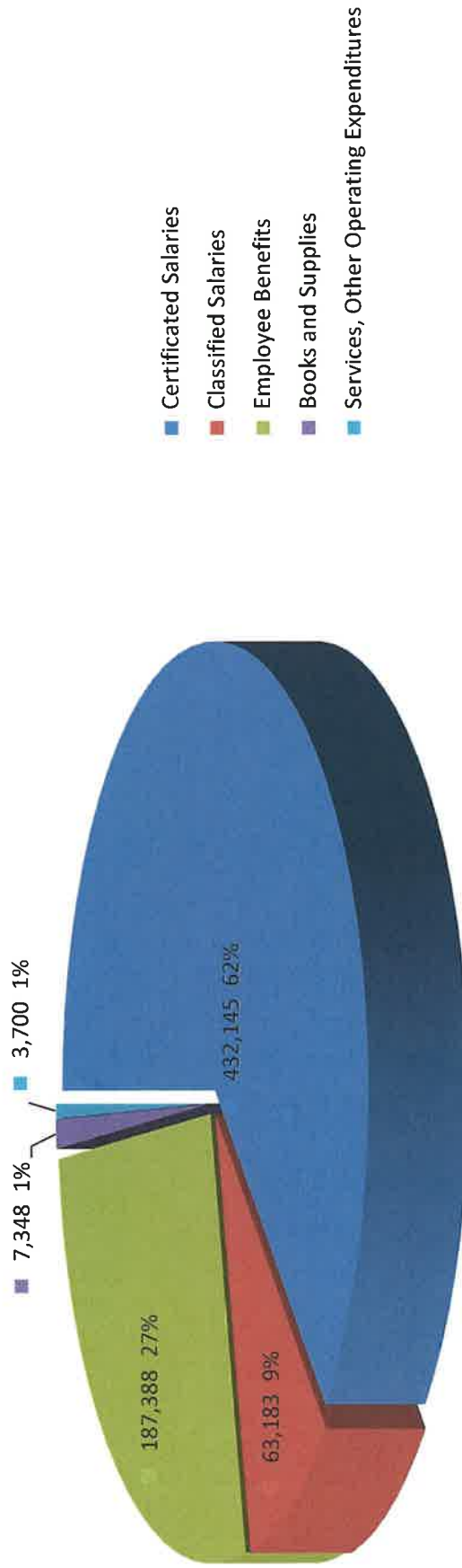
Costanoa Continuation Expenditures 2022/23



Santa Cruz City Schools
Monarch Elementary School
2022/23 Budget Projections

	A	B	C	D	G	H	I	J
Funding Source	LCFF BASE Unrestricted	LCFF Supplemental	Measure U 0808	Total Unrestricted	Title II Programs	Learning Loss Mitigation Funds	Total Restricted	Total General Fund
Expenditures								
Certificated Salaries	390,894			390,894		41,251	41,251	432,145
Classified Salaries		28,554	5,000	33,554		29,629	29,629	63,183
Employee Benefits	149,893	24,507	504	174,904		12,484	12,484	187,388
Books and Supplies	4,650	2,494		7,144		204	204	7,348
Services, Other Operating Expenditures				-	3,700		3,700	3,700
Total Expenditures	545,437	55,555	5,504	606,496	3,700	83,568	87,268	693,764
Certificated FTE								
Teachers	5.000			5.000				5.000
Counselors	-	0.200		0.200		0.400	0.400	0.600
Library Media Teacher				-			-	-
Principal				-			-	-
Total Certificated FTE	5.000	0.200	-	5.200	-	0.400	0.400	5.600
Classified FTE								
Paraeducator Academic Intervention		0.375		0.375		0.81250	0.81250	1.188
Paraeducator		0.4625		0.463			-	0.463
Instructional Specialist - Life Lab				-			-	-
Library Media Assistants				-			-	-
Program / School Coordinators				0.463			-	0.463
School Administrative Asst IV				-			-	-
Paraeducator After School Programs				-			-	-
Office Assistant				-			-	-
Health Office Assistant				-			-	-
Custodians				-			-	-
Playground Recess Coach				-			-	-
Behavior Techs PBIS				-			-	-
Yard Duty Monitors				-			-	-
Total Classified FTE	-	1.300	-	1.300	-	0.8125	0.8125	2.1125
Total FTE	5.000	1.500	-	6.500	-	1.2125	1.2125	7.7125

Monarch Elementary Expenditures 2022/23



Santa Cruz City Schools

Small Schools General

2022/23 Budget Projections

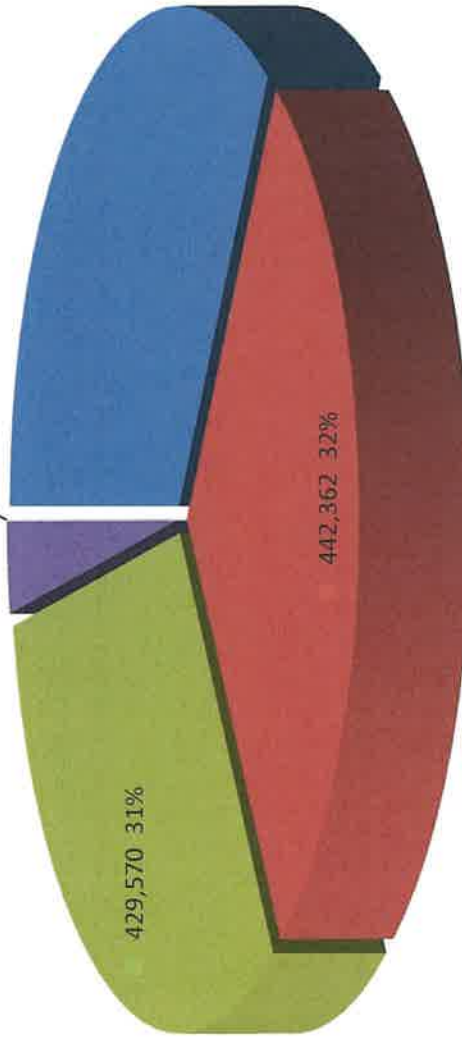
Funding Source	A LCFF Base Unrestricted	B LCFF Supplemental	C Measure T 0809	D Total Unrestricted	E Learning Loss Mitigation Funds	F Total Restricted	G Total General Fund
Expenditures							
Certificated Salaries	323,901	5,000	134,043	462,944		-	462,944
Classified Salaries	326,846	44,518	26,735	398,099	44,263	44,263	442,362
Employee Benefits	331,549	50,748	47,273	429,570		-	429,570
Books and Supplies	3,638		4,100	7,738	33,062	33,062	40,800
Services, Other Operating Expenditures	250			250		-	250
Capital Outlay							
Total Expenditures	986,184	100,266	212,151	1,298,601	77,325	77,325	1,375,926
Certificated FTE							
Teachers							
Counselors	0.300		0.700	1.000			1.000
Library Media Teacher			0.500	0.500			0.500
Principal & Assistant Principal	2.000			2.000			2.000
Total Certificated FTE	2.300	-	1.200	3.500	-	-	3.500
Classified FTE							
Program / School Coordinators		1.000		1.000			1.000
Library Media Assistant			0.4375	0.688			0.688
Textbook Media Assistant							
School Administrative Asst II	1.000			1.000			1.000
School Administrative Asst III							
School Administrative Asst IV	1.000			1.000			1.000
Site Accounting Technician							
Attendance Technician	0.750			0.750			0.750
Health Office Assistant	0.250			0.250			0.250
Custodians	2.450			2.450			2.450
Campus Safety Supervisors	1.000			1.000			1.000
Total Classified FTE	6.450	1.000	0.438	8.138	-	-	8.138
Total FTE	8.750	1.000	1.638	11.638	-	-	11.638

Small Schools General Expenditures 2022/23

462,944 34%

40,800 3%

250 0%



- Certified Salaries
- Classified Salaries
- Employee Benefits
- Books and Supplies
- Services, Other Operating Expenditures

Santa Cruz City Schools	
Special Education Program	
2022/23 Budget Projections	
	Total Special Education
Expenditures	
Certificated Salaries	7,237,313
Classified Salaries	2,608,712
Employee Benefits	4,684,261
Books and Supplies	103,266
Services, Other Operating Expenditures	5,236,875
Capital Outlay	-
Other Outgo	-
Pass Through	-
Indirect Costs	977,484
Total Expenditures	20,847,911
<u>Certificated FTE</u>	
Psychologist	11.1990
Preschool Teacher	1.0000
SDC Teachers	19.4000
RSP Teachers	24.8400
Admin	4.0000
Counselors	0.3000
Speech Therapist	15.3280
District Nurses	1.3000
MTSS Coordinator	0.5000
Total Certificated FTE	77.867
<u>Classified FTE</u>	
Instructional Aide	39.8260
Admin Clerical	2.0000
Classified Pupil Support	4.2500
Mental Health Specialist	5.2250
Total Classified FTE	51.3010
Total FTE	129.168
Total Revenues	2,961,817
Augmentation to Special Ed from General Fund	17,886,094

SANTA CRUZ CITY SCHOOLS
2022-23 CORE Budget Projections

District wide		2022-23 CORE Budget	
		FTEs	Dollars
Certificated:			
Leave of Absence			255,111
Classified			
Custodians	1.000		99,552
Extra Duty Custodians			0
Roving Sub Custodian	0.400		36,283
Sub Campus Supervisors			0
Sub-Total	1.400		
Other Expenses			
Stores - Ad Ed			2,500
DO Copy Paper, Mail Room Supplies, Forms			11,101
DO Custodial Supplies			5,000
Staples for Copiers			2,500
Staples for Copiers			3,300
School Services/CASBO Annual Membership			4,489
CASBO Organizational Membership			3,500
Other Insurance 10%			762,467
Gas Services 10%			636,900
Electricity 18%			1,301,265
Water Services 4%			389,223
Sewer Service 4%			83,282
Garbage-NW Recovery 4%			247,470
Copier Maint Agreements (Admin)_			31,303
DO Postage Meter			3,900
Copier Lease (Admin)			13,800
Copier Maint Agreements (Sites)			32,453
Copier Maint Agreements (Sites)			53,125
Copier Lease Agreements(Sites)			29,440
Copier Lease Agreements(Sites)			48,760
Misc Unexpected Districtwide Services			20,000
Laserfiche			2,213
Services (Mission Hill Bldg Owners Assn Dues)			81,000
Services (SCI-Parcel Tax Admin)			26,334
Services, (School Services, Fiscal Budget Services)			4,080
Services (SIA) 3%			16,500
Services GASB 75 Disclosure(Demsey Filliger & Assoc.)			5,000
Services (Social Security Billing) COE			3,000
Services (CALPERS: Section 218 Fees			2,650
Services (DS&C: Continuing Disclosure Fee)			5,840
Services (CPRS Annual Fee)			2,300
Services (COE DP Qtr billing) COE 4%			156,027
Services (Crossing Guards) (\$3250 x 4 elem)			13,000
Services (1.5 FTE SRO City pays .5 FTE)			70,000
Services (COPS fees)			4,500
Services (STRS P& I)			2,100
District Postage/Mail Fees & UPS General Admin.			61,252
Communications (eRate Savings)			0
MTU Cost Medical Therapy (was site 030)			8,299
Indirect Costs			-1,384,567
State Special Schools			17,063
Total	1.400		3,173,315

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

	2022-23 LCFF Base Budget	
	FTEs	Dollars
Business Services & Finance		
Classified		
Asst. Supt. Business Services	1.000	299,174
Finance Director	1.000	206,171
Finance Supervisor	1.000	174,114
Executive Assistant	1.000	159,023
Benefits Coordinator	1.000	133,091
District Buyer	1.000	136,216
Lead Payroll Technician	1.000	108,338
Payroll Technician	1.475	159,978
Lead Accounting Technician	3.000	323,485
Accounts Payable Technician	1.000	86,102
Project Coordinator	0.200	18,468
Extra Assignment		16,201
Overtime		0
Sub-Total	12.675	1,820,361
Other Expenses		
Cell Phone		1,240
Dues & Memberships		300
Other Services		1,371
Prof Dev (Director/Supervisor)		2,000
Prof Dev (Monreal)		1,500
Supplies		7,500
Director of Finance Travel		4,200
Travel & Conference		3,000
Sub-Total		21,111
Total	12.675	1,841,472

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Information Tech

2022-23

LCFF Base Budget

FTEs

Dollars

2022-23

Other General Fund Services

FTEs

Dollars

Classified

IT Director	1.000	178,599		
Lead District Technology Specialist	2.000	315,562		
Lead System Support Specialist	1.000	141,100		
System Support Specialist	1.000	75,832		
Ed Tech Specialist	4.800	472,261		
Ed Tech Specialist				
Ed Tech Specialist				0
Sub-Total	9.800	1,183,355	-	0

Other Expenses

Technology under \$500		4,000		
Supplies-Computer Replacement Sites		30,000		
Chromebook Replacements		240,000		
Technology over \$500		16,000		
AMS.NET - E-rate Equip Purchase		54,122		
Travel & Conference-CITE		7,500		
Travel & Conference-Infinite Campus		1,000		
Prof Dev for Techs - CBT Nuggets Online Certificate Training		5,236		
Prof Dev (Director)				1,000
Chromebooks 5yr Contract ends 6/30/24				170,000
Dues & Membership for CITE		450		
Intrado School Messenger (District Website & SSL)		8,120		
Infinite Campus - Data & Assessment		40,360		
Infinite Campus - Student Information System		78,000		
Softchoice - CAMSA 2.0 Office 365 Licenses A3		26,900		
Mosyle - Apple iOS Mobile Device Mgmt AUTH - 3yr		1,386		
Mosyle - Licenses @ \$14.85 per device		3,500		
PDQ		1,000		
Amplified IT Google Voice		26,300		
Amplified IT Little SIS		2,500		
VEEAM Backup		3,340		
RVD CONSULTING SERVICES YR 2 OF 3		11,000		
BlackBoard (Phone, email, text)		9,768		
Network Services(minus E-rate discount)(SCCOE)		23,119		
Contract for Network Solutions (3 yr)		250		
Licenses (Freshdesk)		1,100		
Fiber ASE Network		300,000		
Development Group Inc - Network Infrastructure Manage MIBS		16,423		
Telephone / Mobile		30,000		
RAPTOR TECHNOLOGIES		3,955		
BorderLan Security Contract - Lightspeed Filter		85,946		
Sub-Total	-	1,031,275	-	171,000
Total	9.800	2,214,630	-	171,000

SANTA CRUZ CITY SCHOOLS
2022-23 CORE Budget Projections

Facilities	2022-23 CORE Budget		2022-23 Other General Fund Services	
	FTEs	Dollars	FTEs	Dollars
<u>Classified</u>				
Supervisor-Custodial, Grounds, Maint.	0.666	106,004		
Irrigation Specialist	1.000	112,690		
Lead Custodian	1.000	126,068		
Groundskeeper I	1.000	41,157		
Groundskeeper III	3.000	381,527		
Extra Duty		0		
Substitutes		0		
Head Custodian	0.450	51,702		
Extra Duty		0		
Overtime		0		
Warehouse	1.000	112,735		
Warehouse Substitutes		0		
<u>Sub-Total</u>	8.116	931,882		
<u>Other Expenses</u>				
Professional Development		0		3,000
Supplies		3,005		
Rentals, Leases, & Repairs		3,495		
Other Services & Expenses		10,000		
Supplies		99,000		
Supplies		0		
Travel & Conference		0		
Rentals, Leases, & Repairs		1,000		
Other Services & Expenses		8,000		
Other Services & Expenses		5,000		
<i>Security</i>				
Rentals, Leases & Repairs.		5,000		
Other Services & Opera Exp. Alarm Service		84,293		
<i>Warehouse</i>				
Supplies		100		
Other Services & Expenses		500		
Cell Phone (AT&T and Sprint GPS)		0		
<u>Sub-Total</u>		219,393		3,000
<u>Total</u>	8.116	1,154,275		

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Routine Maintenance

2022-23
LCFF Base Budget
FTEs Dollars

Classified

Director	1.000	208,010
Supervisor-Custodial, Grounds, Maint.	-	0
Maintenance Specialists	9.000	988,237
Administrative Secretary	2.000	176,825
Head Custodian - Harbor	0.050	5,716
Head Custodian - SCHS	0.050	6,426
Head Custodian - SQHS	0.050	5,364
Day Custodian - Harbor	0.050	5,542
Day Custodian - SCHS	0.050	5,372
Day Custodian - SQHS	0.050	4,405
Day Custodian - SmSch	0.050	4,479
<u>Sub-Total</u>	12.350	1,410,377

Other Expenses

Supplies		447,687
Supplies		500
Supplies-Security		17,000
Non-Capital Equipment		2,000
Travel & Conference		3,409
Dues & Memberships		591
Rentals, Leases & Repairs		310,993
Rentals, Leases & Repairs		8,750
Other Services		343,800
Other Services		15,000
Other Services - Security		5,000
Communications-Cells and Nextels		5,847
Equipment		72,272
Equipment Replacement		43,000
Debt Service		0
<u>Sub-Total</u>		1,275,849

Total

12.350 **2,686,226**

940,179
1,746,047
2,686,226

SANTA CRUZ CITY SCHOOLS
2022-2023 LCFF Base Budget Projections

Transportation

2022-23 LCFF Budget	
FTEs	Dollars

Classified

Regular:

Supervisor	0.500	82,263
Trainer Lead Bus Driver	1.000	107,979
Bus Drivers	6.500	525,922
Fleet Tech	0.500	68,320
Fleet Tech II	0.500	73,760
Supplemental Pay		35,410
Substitutes		33,993
Overtime		22,833
Sub-Total	9.000	950,481

Special Ed:

Supervisor	0.500	82,263
Bus Drivers	3.000	250,153
Fleet Tech	0.500	68,321
Fleet Tech II	0.500	73,760
Clerical Specialist	0.250	19,114
Supplemental Pay		0
Substitutes		11,616
Overtime		0
Sub-Total	4.750	505,227

Other Expenses

Regular:

Supplies		54,372
Reimbursement of Tools		
Equipment		1,330
Travel & Conference		60
Dues/Memberships		135
Pupil Insurance		20,439
Repairs/Rentals/Leases 65%		122,000
Transfer Direct Costs		-13,515
Services & Op Expenses		71,571
Software Equipment		9,000
Debt Service-Interest		0
Debt Service-Principal		0
Sub-Total		265,392

Special Ed:

Supplies		23,900
Equipment		6,963
Travel & Conference		4,875
SpEd Parent Transportation		12,000
Repairs/Rentals/Leases 35%		74,900
Services & Op Expenses		108,000
Nextel Communication/GPS		600
Prof Dev (Frates)		
Athletic Transportation		24,581
Sub-Total	13.750	255,819

Est. Contribution

Reg.
Sp Ed.

1,215,873
737,465
1,953,338

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget

Educational Services

**2022-23
CORE Budget**

FTEs Dollars

Certificated

Asst Supt of Ed Services	1.000	247,756
Grant Writer	0.400	39,118
WASC	0.200	0
WASC	0.200	
WASC Team Stipends		0
<u>Sub-Total</u>		286,874

Classified

Administrative Secretary-Asst Supt.	1.000	103,077
Ed Services Extra Duty		0
<u>Sub-Total</u>		103,077

Other Expenses

Instructional Supplies		200
Grantwatch subscription		89
Leadership books		180
Travel & Conference		0
EQ Leadership Summit		0
Gov. budget workshop		250
Mileage reimbursements		0
Ed. Services Snacks and food		0
Cookies and Conversation		0
Translation Services		980
Phone		705
Services		1,756
DTS annual fees		5,025
Communications		1,020
21-22 WASC Membership Fees		6,800
Supplies- Contractual		0
Travel & Conference - Contractual		0
<u>Sub-Total</u>		17,005
TOTAL	1.000	406,957

SANTA CRUZ CITY SCHOOLS
2022-2023 LCFF Base Budget Projections

	2022-23 LCFF Base Budget		2022-23 Other Fund Services	
	FTEs	Dollars	FTEs	Dollars
Curriculum, Intervention & Assessment				
<u>Certificated</u>				
Director, Curr, Intervention & Assessment	1.000	189,377		
Director, Curr, Intervention & Assessment	1.000	187,079		
Literacy Assessments - Subs		16,667		
ELPAC Testing - Elementary		31,981		
ELPAC Testing - Secondary		18,451		
	2.000	443,555	0.000	0
<u>Classified</u>				
Lead Account Tech	0.250	33,445		
Lead Account Tech	0.250	33,445		
Assessment Specialist - Elem.	0.500	59,056		
Assessment Specialist - Sec.	0.500	59,055		
	1.500	185,002		
<u>Curriculum Master Plan</u>				
Curriculum Master Plan allocation		1,000,000		
Curriculum Master Plan		102,166		
Curriculum Master Plan		228,470		
Computer Science TOSA	1.000	125,057		
Remaning Balance		544,307		
<u>Other Expenses Elem</u>				
Materials and Supplies		1,953		
Travel & Conferences		0		
Department supplies		0		
ELPAC Supplies		115		
MAP Licenses		20,226		
Lexia Licenses		72,000		
Typing Agent Licenses		2,300		
PE Test Supplies		300		
Great Minds/ Eureka Math		11,881		
Elem Lottery				96,437
Ed Tech Tools				8,213
CASSPP Test Supplies				8,173
Services - Media Flex				3,302
Supplies				7,000
Travel & Conference - E				0
Music Repairs - E				5,000
Music Services - E				0
<u>Other Expenses Sec</u>				
Travel & Conferences		0		
Department supplies		0		
ELPAC Supplies		115		
MAP Licenses		41,064		
PE Test Supplies		925		
Seal of Biliteracy		670		
iReady licenses		5,500		
Sec Lottery				256,490
CAASPP Test Supplies				725
PSAT 11th grade testing				2,737
Services - Media Flex				6,398
		1,157,049		394,475
Subtotal	3.500	1,785,606		394,475
TOTAL	3.50	2,180,081		

FROM CS FOR ALL GRANT 21-22

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Student Services

2022-23
LCFF Base

FTEs Dollars

Student Services

Certificated

Director of Student Services	0.350	66,182
Director of Student Services	0.650	122,909
MTSS Safety and Wellness Coordinatoor	0.500	90,960
Home & Hosptial Teachers-Elem		3,887
Home & Hosptial Teachers-Sec		19,102
Nurses	2.200	234,671
Sub-Total	3.700	537,712

Classified

Admin Secretary	0.880	112,505
Health Clerks Extr Assignment 15 Hours x 4 Elem.		1,700
Health Clerks Extr Assignment 15 Hours x 6 Secon.		2,124
Sub-Total	0.880	116,329

Other Expenses

SARB Contract		400
Materials and Supplies		632
Nurses-Mileage Reimbursement		2,091
Services & Op Expenses-Health		10,400
Services - Bus Passes		10,000
Communications		538
Services - Stopit Solutions		6,181
Elementary Counselors cell phones		912
Canela, vision screening software		870
Balance or Easter Seals aides for gen ed students		4,046
Travel - Home/Hospital Elem		292
Advertising for Enrollment		1,516
Travel - Home/Hospital Sec		543
Advertising for Enrollment		1,771
Sub-Total		40,192
Total	4.58	694,233

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Personnel Commission		2022-23 LCFF Base Budget		2022-23 Other Fund Services	
		FTEs	Dollars	FTEs	Dollars
<u>Classified</u>					
Director		0.973	185,212		
Personnel Assistant		1.0000	123,749		
Other Classified Wages			677		
Personnel Commission Stipends			1,817		
<u>Sub-Total</u>		1.973	311,456	-	0
<u>Other Expenses</u>					
Books Other than Textbooks			0		
Supplies			1,234		
Food for Workshops			150		
Equipment			0		
Travel & Conference			6,000		
Contractual Benefit (Houser)					1,000
Dues & Memberships			3,000		
Rentals, Leases & Repairs			0		
Other Services			1,500		
<u>Sub-Total</u>			11,884		1,000
<u>Sub-Total</u>			323,340	-	1,000
<u>Total</u>		1.973	324,340		

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Human Resources

2022-23
LCFF Base Budget
FTEs Dollars

2022-23
Other Fund Services
FTEs Dollars

Certificated:

Stipends		43,009		
Asst. Superintendent	1.000	264,045		
Resource Teacher	2.000	227,320		
Union (Carlson) (Rev @ D4+actual H&W, loss \$33,105)	1.000	139,872		
<u>Sub-Total</u>	4.000	674,246	-	0

Classified

Workers Comp (Rev Reimb)		52,407		
HR Director	1.000	202,395		
Executive Assistant I	1.000	101,497		
Office Assistant	1.000	90,463		
Human Resources Technician	3.000	261,351		
Clerical Specialist-Sub		0		
Extra Duty		26,912		
Overtime		709		
<u>Sub-Total</u>	6.000	735,734	-	0

Other Expenses

Supplies - HR Dept.		2,600		
Equipment		1,200		
Travel & Conference		25,000		
Supplies- for CPR/First Aid Training		75		
Food for Workshops		4,500		
Travel & Conference - For CPR/First Aid Training		1,500		
District wide Service (sub-caller, orient., fingerpnt,testing)		52,000		
Annual Retirement Celebration		3,500		
Professional Dev				500
Professional Dev				2,000
<u>Sub-Total</u>		90,375		2,500

<u>Sub-Total</u>	10.000	1,500,355	-	2,500
<u>TOTAL</u>		1,502,855		

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Superintendent/Board

2022-23
LCFF Base Budget
FTEs Dollars

Certificated:

Superintendent	1.000	285,337
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Classified

Board Members H&W		92,728
Board Members Stipend		0
Chief of Communications	0.500	75,632
Administrative Assistant	1.000	137,165
Classified Overtime		2,709
Security/Childcare/Translation		1,081

Sub-Total 2.500 594,652

Other Expenses

Board & Supt.

Other Services		13,000
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Board

Materials & Supplies		1,500
Noncapital Equipment		1,000
Food for Meetings		650
Travel & Conference		10,000
Travel & Conference CSBA		7,000
Dues & Memberships CSBA		21,000
Services (board activity, legal)		200,000
Elections-Bond		100,000
Elections-Board Members		100,000
Services - GAMUT Online		6,500
Services -Board/Supt. Coaching		5,000
Services - Annual Mailer		25,000
Redistricting services (census)		18,750
Services SCPD SRO		39,000
Services - SHS SRO		73,000

Superintendent

Books		1,000
Materials & Supplies		1,640
Food for Workshops		1,000
Noncapital Equipment		400
Travel & Conference		3,000
Dues & Memberships		8,954
Dues & Memberships - Rotary 2 people		1,285
Dues & Memberships - Chamber 2 people		2,800
S4C Membership		6,400
Services (Audit,consultants,public affairs,Supt activity)		7,696
COE IT Network Services		9,100
Queer Youth Leadership Awards		600
ThoughtExchange Contract		19,350
Monday.com		7,666
New Website Software & Migration		12,000
Zoom Contract		70,000
Transportation(Field Trips)		1,500
Nextel Phone		900
Services (External Audit) Attendance E. Signature		5,000
Services (External Audit) Bond		10,000
Services (External Audit) Regular		44,500

Sub-Total 836,191

Total 2.500 1,430,843

SANTA CRUZ CITY SCHOOLS
2022-23 LCFF Base Budget Projections

Retirees

		2022-23 LCFF Base Budget	
Certificated Positions			
Pre-Retirement Stipend (PRRT) \$5000 annual.		18.100	90,500
Benefits (Medi-SUI-W/C)			3,533
District Retiree (54RT)			378,175
Subtotal Certificated		18.100	472,208
Classified Positions			
District Retiree (54RT)			279,395
Subtotal Classified		-	279,395
Total		18.100	751,603

Note: 22/23 includes 4% H&W est increase for Cert
22/23 includes 4.8% H&W est increase for Class

SANTA CRUZ CITY SCHOOLS
2022-23 CORE Budget Projections

Food Services		2022-23 CORE Budget	
		FTEs	Dollars
<u>Classified</u>			
Director Food Service & Nutrition	1.0000	208,895	
Nutrition Coordinator	1.0000	90,224	
Account Specialist	1.0000	103,403	
Warehouse Person	1.0000	96,968	
Delivery Person	0.6250	37,126	
Delivery Person -Supper Program	0.1250	7,601	
Central Kitchen Coordinator	1.0000	111,660	
Food Service Worker III	3.2500	259,667	
Food Service Worker II	3.6250	239,462	
Food Service Worker I	7.3125	339,066	
Food Service Worker - Supper Program	0.2500	7,519	
Extra Assign.		32,685	
Substitutes		27,093	
Sub-Total	20.1875	1,561,368	
<u>Other Expenses</u>			
Paper		98,350	
Stores		400	
Non Cap Equipment		17,870	
Food		666,022	
Food Supper		32,989	
Travel, Conference		2,500	
Cont Benefits		500	
Due, Membership		575	
Repairs		18,500	
Other Expenses		34,550	
Phone		630	
Equipment Replacement		18,143	
Sub-Total		891,029	
Total Expenditures		2,452,397	
<u>Revenue</u>			
Federal Supper		63,000	
Federal Breakfast		340,566	
Federal Snack		14,000	
Federal Lunch		952,344	
Commodity USA		78,000	
State Breakfast		42,820	
State Lunch		45,000	
Sales		115,000	
Sales Tax		600	
Contract Sales		110,000	
Catering		29,372	
Adult		10,000	
Interest		1,000	
Sub-Total		1,801,702	
Contribution from GF		(650,695)	

SANTA CRUZ CITY SCHOOLS
2022-23 CORE Budget Projections

Bonds		2022-23 CORE Budget FTEs Dollars	
<u>Classified</u>			
Project Manager-Bond Elem	0.330	58,895	
Project Manager-Bond Sec	0.670	119,574	
Project Coordinator-Elem	0.280	25,819	
Project Coordinator-Sec	0.520	47,949	
Asst. Director of MOT - Bond Elem	0.132	23,964	
Asst. Director of MOT - Bond Sec	0.268	48,655	
Chief of Communications - Bond Elem.	0.175	26,471	
Chief of Communications - Bond Sec.	0.325	49,160	
<u>Sub-Total</u>	2.700	400,489	
<u>Other Expenses</u>			
Buildings & Improvements of Buildings		5,000,000	
Buildings & Improvements of Buildings		14,100,000	
<u>Sub-Total</u>		19,100,000	
<u>Total</u>	2.700	19,500,489	

2021-22 to 2025-26 Preliminary Budget Assumptions
General Fund
MYP Budget Assumptions as of 5/20/2022

	(Current)	(Current)	(Preliminary)	(Preliminary)	(Preliminary)
	2021-22	2022-23	2023-24	2024-25	2025-26
Revenues					
Federal COLA %	0.00%	0.00%	0.00%	0.00%	0.00%
State COLA %	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF COLA	5.07%	6.56%	5.38%	4.02%	3.72%
GAP Funding rate-Using SSC	100.00%	100.00%	100.00%	100.00%	100.00%
EPA Entitlement as % of total LCFF	49.18%	49.18%	49.18%	49.18%	49.18%
Elementary					
LCFF/ADA	\$18,353	\$18,276	\$18,577	\$18,508	\$17,996
CBEDS Enrollment	1,758	1,824	1,862	1,941	2,074
Unduplicated Pupil Count Enrollment	728	711	726	757	808
P2 ADA (K-5, A1-A9)	1,620	1,687	1,722	1,795	1,918
COE - P2 ADA (K-5, A1-A9)	9.83	10.27	10.27	10.27	10.27
ADA/CBEDS Ratio	92.1%	92.5%	92.5%	92.5%	92.5%
% Change in Property Taxes	4.00%	4.00%	4.00%	4.00%	4.00%
Basic Aid Revenue:					
Excess Property Taxes above LCFF	\$11,207,326	\$11,868,722	\$12,779,192	\$12,513,741	\$11,503,112
LCFF Supplemental - Elementary	\$1,382,937	\$1,364,613	\$1,362,103	\$1,443,518	\$1,601,824
Secondary					
LCFF/ADA	\$11,212	\$11,905	\$12,557	\$13,344	\$14,015
CBEDS Enrollment	4,402	4,296	4,213	4,014	3,856
Unduplicated Pupil Count Enrollment	1,458	1,416	1,390	1,325	1,272
P2 ADA (6-12, A1-A9,)	4,049	3,974	3,897	3,713	3,567
COE - P2 ADA (6-12, A1-A9,)	46.88	47.08	47.08	47.08	47.08
ADA/CBEDS Ratio	92.0%	92.5%	92.5%	92.5%	92.5%
LCFF Supplemental - Secondary	\$2,928,913	\$2,982,424	\$2,962,132	\$2,997,582	\$3,025,942
Parcel Tax Revenue (T 9-12) .005 annual decrease	\$3,501,377	\$3,483,870	\$3,466,451	\$3,449,119	\$3,431,873
Parcel Tax Revenue (U K-8) .005 annual decrease	\$3,077,818	\$3,062,429	\$3,047,117	\$3,031,881	\$3,016,722
Special Ed - State COLA	4.05%	6.56%	0.00%	0.00%	0.00%
Lottery - Unrestricted Funding per ADA	\$163	\$163	\$163	\$163	\$163
Lottery - Rrestricted Funding per ADA	\$65	\$65	\$65	\$65	\$65
Interest Projection	\$82,000	\$75,000	\$75,000	\$75,000	\$75,000
Mandate Block Grant	\$297,851	\$320,646	\$320,646	\$320,646	\$320,646
Expenses					
Certificated step/column	1.5%	1.5%	1.5%	1.5%	1.5%
Classified step increases	2.0%	2.0%	2.0%	2.0%	2.0%
% Increase in Health & Welfare Benefits-Certificated	4.0%	4.0%	8.0%	8.0%	8.0%
% Increase in Health & Welfare Benefits-Classified	4.0%	4.8%	8.0%	8.0%	8.0%
Average Teacher Cost					
Gross	87,701	86,664			
H&W	12,200	9,131			
Statutory Benefit Rates:					
STRS	16.92%	19.10%	19.10%	19.10%	19.10%
PERS	22.91%	25.37%	25.20%	24.60%	23.70%
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%
FICA	6.20%	6.20%	6.20%	6.20%	6.20%
State Unemployment	0.50%	0.50%	0.20%	0.20%	0.20%
Workers Compensation	1.9153%	1.9536%	2.0153%	2.0653%	2.1153%
Increase in Utilities	4.0%	10-18%	5.0%	5.0%	5.0%
Change in Property & Liability Insurance	10.0%	10.0%	5.0%	5.0%	5.0%
RRM 3% in 2022-23	3,359,537	2,903,377	3,135,126	3,198,430	3,198,430
Other Sources/Uses					
Transfer from Fund 21 Building Fund RDA	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000
Transfer to Cafeteria Fund	\$431,060	\$650,696	\$650,696	\$650,696	\$650,696

Santa Cruz City Schools
Multi Year Projection
2022-23 Preliminary Budget

5.07% COLA 6.56% COLA Using SSC 5.38% COLA Using SSC 4.02% COLA Using SSC

	2021/22			2022/23			2023/24			2024/25		
	Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total
Revenue												
LCFF Sources	75,123,476	0	75,123,476	78,144,114	0	78,144,114	80,928,801	0	80,928,801	82,774,098	0	82,774,098
Federal Revenue	14,124,941	14,124,941	14,124,941	0	6,864,309	6,864,309	0	3,411,317	3,411,317	0	3,411,317	3,411,317
State Revenue	1,321,470	11,585,280	12,906,750	1,232,710	6,353,496	7,586,206	1,232,710	5,607,184	6,839,894	1,232,710	5,607,184	6,839,894
Local Revenue	6,747,458	2,578,731	9,326,189	6,943,674	817,223	7,760,897	6,672,943	817,223	7,490,166	6,640,375	817,223	7,457,598
Total Revenue	83,192,404	28,288,952	111,481,356	86,320,498	14,035,028	100,355,526	88,834,454	9,835,724	98,670,178	90,647,183	9,835,724	100,482,907
Expenditures												
Certificated	30,420,799	11,682,710	42,103,509	30,233,681	8,948,977	39,182,658	30,674,135	7,877,445	38,551,580	31,126,954	7,995,563	39,122,517
Classified	10,039,117	5,536,278	15,575,395	10,517,992	4,981,860	15,499,852	10,715,113	3,966,704	14,681,817	10,916,176	4,045,894	14,962,070
Benefits	16,660,494	10,779,202	27,439,696	18,109,125	10,924,732	29,033,857	18,997,838	10,253,466	29,251,304	19,775,253	10,503,828	30,279,081
Books & Supplies	4,803,323	13,801,357	18,604,680	2,776,334	1,773,341	4,549,675	2,776,334	1,645,126	4,421,460	2,776,334	1,645,126	4,421,460
Services, Other Ops	6,982,008	8,754,877	15,736,885	7,268,955	6,171,581	13,440,536	7,214,426	6,171,581	13,386,007	7,366,107	6,171,581	13,537,688
Capital Outlay	287,798	786,298	1,074,096	168,946	236,131	405,077	168,946	236,131	405,077	168,946	236,131	405,077
Other Outgo	25,362	0	25,362	25,362	0	25,362	25,362	0	25,362	25,362	0	25,362
Direct/Indirect Support	(1,531,224)	1,531,224	0	(1,087,801)	1,087,801	0	(1,115,540)	1,115,540	0	(1,143,986)	1,143,986	0
Total Expenditures	67,687,677	52,871,946	120,559,623	68,012,594	34,124,423	102,137,017	69,456,614	31,265,993	100,722,607	71,011,146	31,742,109	102,753,255
Excess/Deficiency	15,504,727	(24,582,994)	(9,078,267)	18,307,904	(20,089,395)	(1,781,491)	19,377,840	(21,430,269)	(2,052,429)	19,636,037	(21,906,385)	(2,270,348)
Other Financing												
Transfers In	0	0	2,500,000	0	0	2,500,000	0	0	2,500,000	0	0	2,500,000
Transfers Out	431,060	0	431,060	650,696	0	650,696	650,696	0	650,696	650,696	0	650,696
Contributions To Restr.	(20,782,226)	20,782,226	0	(20,221,721)	20,221,721	0	(21,431,729)	21,431,729	0	(21,907,907)	21,907,907	0
Transfers/Contributions	(18,713,286)	20,782,226	2,068,940	(18,372,417)	20,221,721	1,849,304	(19,582,425)	21,431,729	1,849,304	(20,058,603)	21,907,907	1,849,304
Net Inc/Dcr to Fund Balance	(3,208,559)	(3,800,768)	(7,009,327)	(64,513)	132,326	67,813	(204,585)	1,460	(203,125)	(422,566)	1,522	(421,044)
Beg Fund Balance	23,701,879	4,593,213	28,295,092	20,493,320	792,445	21,285,765	20,428,807	924,771	21,353,578	20,224,222	926,231	21,150,453
Audit Adjustments	0	0	0	0	0	0	0	0	0	0	0	0
Ending Fund Balance	20,493,320	792,445	21,285,765	20,428,807	924,771	21,353,578	20,224,222	926,231	21,150,453	19,801,656	927,753	20,729,409
Legally Restricted/Designated	59,584	792,445	852,029	59,584	924,771	984,355	59,584	926,231	985,815	59,584	927,753	987,337
Unrestricted Reserve:												
Future Employment Costs for 22-23	64,513	64,513	64,513	0	0	0	0	0	0	0	0	0
Future Employment Costs for 23-24	204,585	204,585	204,585	204,585	204,585	204,585	0	0	0	0	0	0
Future Employment Costs for 24-25	422,566	422,566	422,566	422,566	422,566	422,566	422,566	422,566	422,566	0	0	0
Future Employment Minimum Wage	1,202,719	1,202,719	1,202,719	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	200,000	200,000	200,000
LCFF Supplemental Balance	0	0	0	150,000	150,000	150,000	750,000	750,000	750,000	1,200,000	1,200,000	1,200,000
Social Emotional Counselors	632,452	632,452	632,452	300,000	300,000	300,000	150,000	150,000	150,000	150,000	150,000	150,000
Chromeblocks(1,000 yr 1, 600 for yr 2-4)	0	0	0	632,452	632,452	632,452	300,000	300,000	300,000	300,000	300,000	300,000
Hold for Repayment of 62.40 Charter ADA	0	0	0	600,000	600,000	600,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Curriculum Master Plan	0	0	0	289,556	289,556	289,556	596,312	596,312	596,312	596,312	596,312	596,312
For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24	0	0	0	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
E-rate	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Post Employment Benefits	3,629,720	3,629,720	3,629,720	3,083,631	3,083,631	3,083,631	3,041,199	3,041,199	3,041,199	3,102,119	3,102,119	3,102,119
Reserve 3% Econ. Uncert.	13,277,181	0	13,277,181	11,786,433	0	11,786,433	11,004,561	0	11,004,561	10,943,641	0	10,943,641
Undesignated												
% Unrestricted Reserve including 3% Econ. Uncert.			13.97%			14.47%			13.86%			13.58%

Appendix

Glossary of Common School Finance Terms

ADA-Average daily attendance. There are several kinds of attendance, and these are counted in different ways. For regular attendance, ADA is equal to the average number of pupils actually attending classes who are enrolled for at least the minimum school day. Ever since 1998-99, excused absences no longer count toward ADA. Attendance is counted every day of the school year and is reported to the California Department of Education three times a year (see Attendance Reports)

AB 1200-Reference to AB 1200 (Chapter 1213/1991) that imposed major fiscal accountability controls on school districts and county offices of education, by establishing minimum reserve levels and other requirements for agency budgets and fiscal practices. See especially Education Code Sections 1240 et seq. and 42131 et seq.

Accrual Basis Accounting-An accounting system where transactions are recorded when they have been reduced to a legal or contractual right or obligation to receive or pay out cash or other resources.

Ad valorem Taxes-Taxes that are based on the value of property, such as the standard property tax. The only new taxes based on the value of property that are allowed today are those imposed by voter approval for capital facilities bonded indebtedness, with a vote requirement of either 55% for a Proposition 39 bond or a two-thirds requirement for other bonds.

Apportionment-State aid given to a school district or county office of education. Apportionments for the Local Control Funding Formula (LCFF) and special education are calculated four times for each school year: (1) the Advance Apportionment, which is based on an agency's prior year's state aid, is certified in July, (2) the First Principal Apportionment (P-1) is certified February 20 of the school year corresponding to the P-1 ADA (see Attendance Reports), (3) the Second Principal Apportionment (P-2) is certified by July 2 corresponding to the P-2 ADA, and (4) the annual recalculation of the apportionment is certified in February following the school year (at the same time as the P-1 Apportionment) and is based on P-2 ADA, except for programs where the annual count of ADA is used.

Appropriation Bill-A bill before the Legislature authorizing the expenditure of public money and stipulating the amount, manner, and purpose for the expenditure items.

Assessed Valuation-The total value of property within a school district as determined by state and county assessors. The "AV" of a school district will influence the total property tax income of a school district. The percentage growth in statewide AV from

one year to the next is an important ingredient in determining appropriations levels required from the state for fully funding district and county LCFF entitlements, as well as for Proposition 98 calculations. Ever since Proposition 13, assessed value is reset to be the true market value only at the time of property transfer or new construction.

Attendance Reports-Each school district reports its attendance three times during a school year. The First Principal Apportionment ADA, called the P-1 ADA or the P-1 count, is counted from July 1 through the last school month ending on or before December 31 of a school year. The Second Principal Apportionment ADA, called the P-2 ADA, is counted from July 1 through the last school month ending on or before April 15 of a school year. Fiscal or annual ADA is based on the count from July 1 through June 30. The final recalculation of the apportionment is based on the P-2 ADA except for nonpublic school, community day school, extended year, and nonpublic school funding, all of which use the annual count of ADA. Also, under certain circumstances when a district has a very large influx of migrant students in the spring, a district may request the use of annual ADA in lieu of P-2 ADA.

Basic Aid-The California Constitution guarantees that each school district will receive a minimum amount of state aid, called "basic aid," equal to \$120 per ADA or \$2,400 per district, whichever is greater. Per a change in state law effective 2003-04, state categorical aid is counted first toward meeting the minimum allocation of basic aid (ref. Education Code Section 41975). "Basic aid school districts" are districts where property taxes exceed the computed LCFF entitlement; such districts receive no state aid from the LCFF.

Bonded Indebtedness-An obligation incurred by the sale of bonds for acquisition of school facilities or other capital expenditures. Since 1986, districts have been able to levy a local property tax to amortize bonded indebtedness, provided the taxes are approved by a two-thirds or 55% vote of the electorate, depending on the type of bond measure.

Categorical Aid-Funds from the state or federal government granted to qualifying school agencies for specialized programs regulated and controlled by federal or state law or regulation. Examples include programs for children with special needs, such as special education or special programs, such as child nutrition. Expenditure of most categorical aid is restricted to its particular purpose. The funds are granted to districts in addition to their LCFF entitlement.

CaIPADS-The California Longitudinal Pupil Achievement Data System, which is used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CalPERS-California Public Employees' Retirement System. State law requires that classified employees and their employer contribute to this retirement fund.

CalSTRS-California State Teachers' Retirement System. State law requires that certificated employees, their employer, and the state contribute to this pension fund.

CBEST-The California Basic Education Skills Test. Required of anyone seeking certification as a teacher, the test measures proficiency in reading, writing and mathematics.

Certificated Personnel-School employees who hold positions for which a credential is required by the state – teachers, librarians, counselors and most administrators.

Classified Personnel-School employees who hold positions that do not require a credential, like instructional aides, custodians, clerical support, cafeteria workers, bus drivers, etc.

Class Size Penalties-The penalties imposed on school districts that have classes in excess of certain maximum sizes. (Class size penalties result in a reduction in ADA which, in turn, results in a loss in revenue limit income.) See Education Code Sections 41376 and 41378.

Consumer Price Index (CPI)- A measure of the cost-of-living compiled by the United States Bureau of Labor Statistics. Separate indices of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The CPI is one of several measures of inflation.

Cost-of-Living Adjustment (COLA)- An increase in funding for government programs, including the LCFF target calculation and categorical programs. Current law ties the COLA percentage for most education programs to the annual percentage change in the "Implicit Price Deflator" for State and Local Governments—a government price index. See Education Code Section 42238.1.

Contribution-The expenditure of general purpose funds in support of a categorical program, i.e., the categorical expense requires a contribution from the district's General Fund for support. This occurs in most districts and county offices that provide special education and transportation. Contributions to other programs may be caused by deficit factors or local decisions to allocate general purpose funds to special purpose programs.

Credentialed Teacher-One holding a credential to teach issued by the State Commission on Teacher Credentialing. A credential is issued to those who have successfully completed all college training and courses required by the State, have graduated from an accredited college or university, have met any other state requirements and have passed the California Basic Education Skills Test (CBEST).

Criteria and Standards-Local district budgets must meet state-adopted provisions of "criteria and standards." These provisions establish minimum fiscal standards that school districts, county offices of education and the State use to monitor district fiscal solvency and accountability. See Education Code Sections 33127 et seq.

Declining Enrollment Adjustment-A formula that cushions the drop in income in a district with a declining student population. Under current law, districts are funded for the greater of current year or prior year ADA. See Education Code Section 42238.5.

Deficit Factor-When an appropriation to the State School Fund for any specific program is insufficient to pay all claims for state aid, a deficit factor is applied to reduce the allocation of state aid to the amount appropriated.

Economic Impact Aid (EIA) -State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families

Education Protection Account (EPA)- The EPA was created by Proposition 30 of 2012, which increased sales and income taxes on a temporary basis. Funds collected from the increased taxes are deposited into the EPA, which is then issued to local educational agencies as a replacement for the state aid portion of the LCFF.

Education Revenue Augmentation Fund (ERAF)- The fund used to collect the property taxes that are shifted from cities, the county and special districts within each county, prior to their distribution to K-14 school agencies.

Encroachment-The expenditure of school districts' general purpose funds in support of a categorical program, i.e. the categorical expense encroaches into the district's general fund for support. Encroachment occurs in most districts and county offices that provide special education and transportation. Other encroachment is caused by deficit factors or local decisions to allocate general purpose funds to special purpose programs.

Forest Reserve Funds-25% of funds received by a county from the United States Government from rentals of forest reserve lands are apportioned among the various districts in the county according to scholastic population.

Full-Time Equivalent (FTE)- The ratio of time expended in a part-time position to that of a full-time position.

Gann Limit-A limit on the appropriation of tax revenues of all levels of California government—the state, cities, counties, school agencies, and special districts imposed by Proposition 4, an initiative passed in November 1979 (ref. Article XIIIB of the California Constitution). Using 1978-79 as a base year, subsequent years' limits have been adjusted for: (1) an inflation increase which is currently equal to the annual change in California per capita personal income, and (2) the change in population, which for school agencies is the change in ADA. Although officially called "Appropriation Limits," these limits are commonly called "Gann Limits" after Paul Gann, the author of Proposition 4.

Gap Funding-The amount of funding provided in the annual State Budget Act to move local agencies toward their LCFF target for each year of the estimated eight-year implementation period.

General Obligation Bonds-Bonds that are a "general obligation" of the government agency issuing them, i.e. their repayment is not tied to a selected revenue stream. Bond elections in a school district must be approved by a two-thirds or 55% vote of the electorate, depending on the bond program, but state bond measures require only a majority vote.

Grade Span Adjustments (GSA)- Added to the base grants in the LCFF calculation. There is a 10.4% GSA for reducing class sizes in grades TK-3 and a 2.6% GSA for career-technical education that applies to grades 9-12.

Hold Harmless-A formula providing a guarantee of no loss in funding for an agency when a change in law or data would otherwise require a loss in funding.

Implicit Price Deflator-See Cost-of-Living Adjustment.

Indirect Expense and Overhead-Those elements of indirect cost necessary to the operation of the district or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be separately identified. Indirect costs are allocated to all programs in a school agency as a percentage of direct and allocated costs for each program.

Individualized Education Program (IEP)- A written agreement between a school agency and parents or guardians of a disabled child specifying an educational program tailored to the needs of the child, in accordance with federal PL 94-142 regulations. An IEP team is comprised of a certified district employee who is qualified to supervise special education, the child's teacher, one or both parents, the child, if appropriate, and other individuals at the discretion of the parent or school. The IEP must include a statement of the child's present levels of educational performance, a statement of annual goals and short term instructional objectives, a statement of the specific special education and related services to be provided to the child, the extent to which the child will participate in regular education programs, the projected dates for starting services, appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

Local Control Funding Formula (LCFF)- The LCFF, which replaced revenue limits and most categorical programs starting in 2013-14. It is the amount that a district or charter school can collect annually from local property taxes and state aid. It is comprised of a base grant by grade span multiplied per unit of ADA, with grade span adjustments for class-size reduction in grades TK-3 and for career-technical education at the high school level. Supplemental and concentration grants are added based upon the percentage of the student population that is free and reduced-price meal (FRPM) eligible, English learners, and foster youth, unduplicated.

Mandated Costs-School district expenses that occur because of federal or state laws, decisions of state or federal courts, federal or state administrative regulations. See Senate Bill (SB) 90, 1977, and also Proposition 4, 1979.

Maintenance Assessment Districts-A methodology for local agencies, including school agencies, to charge property owners a fee for the benefit derived by the property as a result of local agency service improvements. (See Lighting and Landscape Act of 1972, Section 22500 of the Street and Highways Code). Originally, school agencies were allowed to impose the "fee" by a vote of the local governing board only, by merely showing a benefit to each fee payer. Now, however, a school agency must hold an election before such a fee can be levied.

Maintenance Factor-See *Proposition 98*.

Miscellaneous Funds-Local revenues received from mineral royalties or bonuses and other payments in lieu of taxes. Fifty percent of such revenues are used as an offset to state aid in the LCFF.

Necessary Small School-An elementary school with 96 or fewer or high school with 286 or fewer ADA that meets the standards of being "necessary." See Education Code Sections 42280 et seq.

Parcel Tax-A special tax that is a flat amount per parcel and not ad valorem based (i.e., not based on the assessed value of the property). Parcel taxes must be approved by a two-thirds vote of the electorate. See Government Code Section 50079, et al.

PL81-874-A federal program of "Impact Aid" that provides funds to school agencies that educate children whose families live and/or work on federal property, such as military bases. Also called "PL874."

PL94-142-Federal law that mandates a free appropriate public education (FAPE) for all disabled children. Also known as IDEA, the Individuals with Disabilities Education Act.

Prior Year's Taxes-Tax revenues that had been delinquent in a prior year and that are received in the current fiscal year. These revenues offset state aid in the current year in the LCFF.

Proposition 13-An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Under Proposition 13, the maximum total property tax rate for all government operations—including school agencies, cities, counties, and special districts—is 1% of assessed value and additional property tax levies may only be made for voter approved debt. Proposition 13 also defined assessed value and required a two-thirds vote to levy any special purpose tax.

Proposition 98-An initiative adopted in 1988 and then amended by Proposition 111 in 1990. Proposition 98 contains three major provisions: (1) a minimum level of state funding for K-14 school agencies (unless suspended by the Legislature); (2) a formula for allocating any state tax revenues in excess of the state's Gann Limit; and, (3) the

requirement that a School Accountability Report Card be prepared for every school. The minimum funding base is set equal to the greater of the amount of state aid determined by two formulas, commonly called "Test 1" and "Test 2" unless an alternative formula, known as "Test 3," applies.

"Test 1" originally provided that K-14 school agencies shall receive at least 39.5% of state General Fund tax revenues in each year, the same percentage as was appropriated for K-14 school agencies in 1986-87.

"Test 2" provides that K-14 school agencies shall receive at least the same amount of combined state aid and local tax dollars as was received in the prior year, adjusted for the statewide growth in K-12 ADA and an inflation factor equal to the annual percentage change in per capita personal income.

"Test 3" only applies in years in which the annual percentage change in per capita state General Fund tax revenues plus 1/2% is lower than the "Test 2" inflation factor (i.e., the change in per capita personal income), in which case the inflation factor is reduced to the annual percentage change in per capita state General Fund tax revenues plus 1/2%.

One of the provisions of Proposition 98 (as amended by Proposition 111/1990) applies only if the minimum funding level is reduced due either to "Test 3" or the suspension of the minimum funding level by the Legislature and Governor. In such a situation, a "maintenance factor" is initially set equal to the amount of that year's funding reduction due to "Test 3" or suspension, and this amount grows each year by statewide ADA growth and the "Test 2" inflation factor. In subsequent years when state taxes per capita grow faster than personal income per capita, this "maintenance factor" is restored by increasing the Proposition 98 minimum funding level until the funding base is fully restored. This restoration process is applied prospectively only, and there is no requirement that the revenue loss in the year or years prior to the maintenance factor being fully restored be made up.

Reserves-Funds set aside in a school agency budget to provide for economic uncertainties, future expenditures, working capital, or other purposes.

Revolving Cash Funds-A stated amount of money used primarily for emergency or small or sundry disbursements and reimbursed periodically through properly documented expenditures, which are summarized and charged to proper accounting classifications.

ROC/P-Regional Occupational Center or Program. A vocational educational program for high school students and adults. An ROC/P may be operated by a single district, by a consortium of districts under a joint powers agreement (JPA), or by a county office of education for the districts within the county.

Senate Bill (SB) 90- 1.SB 90/1972, which established the revenue limit system for funding school districts. The first revenue limit amount was determined by dividing the district's 1972-73 state and property tax income by that year's ADA. This original per-ADA amount became the historical base for all subsequent revenue limit calculations. 2.SB 90/1977, which required that the state reimburse state-imposed mandates on local governments.

Senate Bill (SB) 813-Reference to Senate Bill 813/1983 that provided a series of education "reforms" in funding calculations. Longer day, longer year, mentor teachers, and beginning teacher salary adjustments are a few of the programs implemented by this 1983 legislation.

Secured Roll-That portion of the assessed value that is stationary, i.e., land and buildings. See also *Unsecured Roll*. The secured roll averages about 90% of the taxable property in a district.

Serrano Decision-In 1974, the California Superior Court in Los Angeles County ruled in the *Serrano v. Priest* case that school district revenues in California depended so heavily on local property taxes that students in districts with a low assessed value per pupil were denied an equal educational opportunity in violation of the "Equal Protection" clause of the California Constitution. This ruling established certain standards under which the school finance system would be constitutional and was upheld by the California Supreme Court in 1976. In 1983, the California Superior Court in Los Angeles County ruled that the system of school finance in effect at that time was in compliance with the earlier Court order. After several appeals, in March 1989, all of the plaintiffs in the case agreed to dismiss their legal challenges, thereby settling *Serrano* as a legal issue.

State School Fund-Each year the state appropriates money to this fund, which is then used to make state aid payments to school agencies. Section A of the State School Fund is for K-12 education and Section B is for community college education.

Subventions-The term used to describe assistance or financial support, usually from higher governmental units to local governments or school agencies. State aid to school agencies is a state subvention.

Sunset-The termination of a categorical program. A schedule is in current law for the Legislature to consider the "sunset" of most state categorical programs. If a program sunsets under this schedule, the funding for the program shall continue for the general purposes of the program, but the specific laws and regulations shall no longer apply.

Supplemental Roll-An additional property tax assessment for properties that are sold or newly constructed that reflect a higher market value than on their prior lien date. By taxing this increase in assessed value immediately—rather than waiting until the next lien date—additional property taxes are generated.

Test 1/Test 2/Test 3-See *Proposition 98*.

Transitional Kindergarten (TK)- A developmentally appropriate program offered to children (at ages 4 or 5) that are too young to start Kindergarten in that year. Essentially, California offers a two-year Kindergarten program.

Unencumbered Balance-That portion of an appropriation or allotment not yet expended or obligated.

Unsecured Roll-That portion of assessed property that is movable, such as boats, planes, etc.

Waivers-Permission from the State Board of Education—or, in some cases, from the Superintendent of Public Instruction—to set aside the requirements of an Education Code provision upon the request of a school district. See Education Code Section 33050.

G = General Ledger Data; S =
Supplemental Data

			Data Supplied For:	
Form	Description	2021-22 Estimated Actuals	2022-23 Budget	
01	General Fund/County School Service Fund	GS	GS	
08	Student Activity Special Revenue Fund	G	G	
09	Charter Schools Special Revenue Fund			
10	Special Education Pass-Through Fund			
11	Adult Education Fund	G	G	
12	Child Development Fund			
13	Cafeteria Special Revenue Fund	G	G	
14	Deferred Maintenance Fund	G	G	
15	Pupil Transportation Equipment Fund			
17	Special Reserve Fund for Other Than Capital Outlay Projects			
18	School Bus Emissions Reduction Fund			
19	Foundation Special Revenue Fund			
20	Special Reserve Fund for Postemployment Benefits	G	G	
21	Building Fund	G	G	
25	Capital Facilities Fund	G	G	
30	State School Building Lease-Purchase Fund			
35	County School Facilities Fund			
40	Special Reserve Fund for Capital Outlay Projects	G	G	
49	Capital Project Fund for Blended Component Units			
51	Bond Interest and Redemption Fund	G	G	
52	Debt Service Fund for Blended Component Units			
53	Tax Override Fund			
56	Debt Service Fund	G	G	
57	Foundation Permanent Fund			
61	Cafeteria Enterprise Fund			
62	Charter Schools Enterprise Fund			
63	Other Enterprise Fund			
66	Warehouse Revolving Fund			
67	Self-Insurance Fund			
71	Retiree Benefit Fund			
73	Foundation Private-Purpose Trust Fund	G	G	
76	Warrant/Pass-Through Fund			
95	Student Body Fund			
A	Average Daily Attendance	S	S	
ASSET	Schedule of Capital Assets	S		
CASH	Cashflow Worksheet		S	

CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	75,123,476.00	0.00	75,123,476.00	78,144,114.00	0.00	78,144,114.00	4.0%
2) Federal Revenue		8100-8299	0.00	14,124,941.00	14,124,941.00	0.00	6,864,309.00	6,864,309.00	-51.4%
3) Other State Revenue		8300-8599	1,321,470.00	11,585,280.00	12,906,750.00	1,232,710.00	6,353,495.00	7,586,205.00	-41.2%
4) Other Local Revenue		8600-8799	6,747,458.00	2,578,731.00	9,326,189.00	6,943,674.00	817,223.00	7,760,897.00	-16.8%
5) TOTAL, REVENUES			83,192,404.00	28,288,952.00	111,481,356.00	86,320,498.00	14,035,027.00	100,355,525.00	-10.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	30,420,799.00	11,682,710.00	42,103,509.00	30,233,681.00	8,948,977.00	39,182,658.00	-6.9%
2) Classified Salaries		2000-2999	10,039,117.22	5,536,278.00	15,575,395.22	10,517,992.00	4,981,860.00	15,499,852.00	-0.5%
3) Employee Benefits		3000-3999	16,660,493.68	10,779,202.00	27,439,695.68	18,109,125.00	10,924,732.00	29,033,857.00	5.8%
4) Books and Supplies		4000-4999	4,803,323.00	13,801,357.00	18,604,680.00	2,776,334.00	1,773,341.00	4,549,675.00	-75.5%
5) Services and Other Operating Expenditures		5000-5999	6,982,008.00	8,754,877.00	15,736,885.00	7,268,955.00	6,171,581.00	13,440,536.00	-14.6%
6) Capital Outlay		6000-6999	287,798.00	786,298.00	1,074,096.00	168,946.00	236,131.00	405,077.00	-62.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	25,362.00	0.00	25,362.00	25,362.00	0.00	25,362.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,531,224.00)	1,531,224.00	0.00	(1,087,801.00)	1,087,801.00	0.00	0.0%
9) TOTAL, EXPENDITURES			67,687,676.90	52,871,946.00	120,559,622.90	68,012,594.00	34,124,423.00	102,137,017.00	-15.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15,504,727.10	(24,582,994.00)	(9,078,266.90)	18,307,904.00	(20,089,396.00)	(1,781,492.00)	-80.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
b) Transfers Out		7600-7629	431,060.00	0.00	431,060.00	650,696.00	0.00	650,696.00	51.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(20,782,226.00)	20,782,226.00	0.00	(20,221,721.00)	20,221,721.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(18,713,286.00)	20,782,226.00	2,068,940.00	(18,372,417.00)	20,221,721.00	1,849,304.00	-10.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,208,558.90)	(3,800,768.00)	(7,009,326.90)	(64,513.00)	132,325.00	67,812.00	-101.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%
2) Ending Balance, June 30 (E + F1e)			20,493,320.10	792,445.00	21,285,765.10	20,428,807.10	924,770.00	21,353,577.10	0.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Stores		9712	19,583.73	0.00	19,583.73	19,583.73	0.00	19,583.73	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	792,445.00	792,445.00	0.00	924,770.00	924,770.00	16.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	5,499,159.00	0.00	5,499,159.00	New
Future Employment Costs	0000	9760			0.00	627,151.00		627,151.00	
Future Employment Minimum Wage	0000	9760			0.00	200,000.00		200,000.00	
LCFF Supplemental Balance	0000	9760			0.00	1,200,000.00		1,200,000.00	
Technology/Chromebooks	0000	9760			0.00	300,000.00		300,000.00	
Charter Repayment	0000	9760			0.00	632,452.00		632,452.00	
Curriculum Master Plan	0000	9760			0.00	600,000.00		600,000.00	
E-rate	0000	9760			0.00	500,000.00		500,000.00	
Post Employment Benefits	0000	9760			0.00	1,000,000.00		1,000,000.00	
T-K Aides	0000	9760			0.00	289,556.00		289,556.00	
Social Worker-Elementary	0000	9760			0.00	150,000.00		150,000.00	
d) Assigned									
Other Assignments		9780	3,526,835.00	0.00	3,526,835.00	0.00	0.00	0.00	-100.0%
Future Employment Costs	0000	9780	691,664.00		691,664.00			0.00	
LCFF Supplemental Balance	0000	9780	1,202,719.00		1,202,719.00			0.00	
Charter Repayment	0000	9780	632,452.00		632,452.00			0.00	
Post Employment Benefits	0000	9780	1,000,000.00		1,000,000.00			0.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	3,629,721.00	0.00	3,629,721.00	3,083,631.00	0.00	3,083,631.00	-15.0%
Unassigned/Unappropriated Amount		9790	13,277,180.37	0.00	13,277,180.37	11,786,433.37	0.00	11,786,433.37	-11.2%

			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
G. ASSETS									
1) Cash									
a) in County Treasury		9110	50,027,527.08	(11,521,789.81)	38,505,737.27				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	50,002.73	0.00	50,002.73				
c) in Revolving Cash Account		9130	40,000.00	0.00	40,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	5,369,704.71	1,568,222.17	6,937,926.88				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	19,583.73	0.00	19,583.73				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			55,506,818.25	(9,953,567.64)	45,553,250.61				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	3,733,786.39	98,791.76	3,832,578.15				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			3,733,786.39	98,791.76	3,832,578.15				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G9 + H2) - (I6 + J2)			51,773,031.86	(10,052,359.40)	41,720,672.46				
LCFF SOURCES									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Principal Apportionment									
State Aid - Current Year		8011	14,557,295.00	0.00	14,557,295.00	15,310,208.00	0.00	15,310,208.00	5.2%
Education Protection Account State Aid - Current Year		8012	1,237,220.00	0.00	1,237,220.00	1,201,499.00	0.00	1,201,499.00	-2.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	268,471.00	0.00	268,471.00	279,210.00	0.00	279,210.00	4.0%
Timber Yield Tax		8022	22.00	0.00	22.00	23.00	0.00	23.00	4.5%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	51,827,049.00	0.00	51,827,049.00	53,900,131.00	0.00	53,900,131.00	4.0%
Unsecured Roll Taxes		8042	898,880.00	0.00	898,880.00	934,836.00	0.00	934,836.00	4.0%
Prior Years' Taxes		8043	91,888.00	0.00	91,888.00	95,563.00	0.00	95,563.00	4.0%
Supplemental Taxes		8044	727,232.00	0.00	727,232.00	756,321.00	0.00	756,321.00	4.0%
Education Revenue Augmentation									
Fund (ERAF)		8045	1,326,553.00	0.00	1,326,553.00	1,379,615.00	0.00	1,379,615.00	4.0%
Community Redevelopment Funds									
(SB 617/699/1992)		8047	8,033,219.00	0.00	8,033,219.00	8,354,548.00	0.00	8,354,548.00	4.0%
Penalties and Interest from									
Delinquent Taxes		8048	5,056.00	0.00	5,056.00	5,258.00	0.00	5,258.00	4.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	3,690.00	0.00	3,690.00	3,837.00	0.00	3,837.00	4.0%
Less: Non-LCFF									
(50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			78,976,575.00	0.00	78,976,575.00	82,221,049.00	0.00	82,221,049.00	4.1%
LCFF Transfers									
Unrestricted LCFF Transfers -									
Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers -									
Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(3,853,099.00)	0.00	(3,853,099.00)	(4,076,935.00)	0.00	(4,076,935.00)	5.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, LCFF SOURCES			75,123,476.00	0.00	75,123,476.00	78,144,114.00	0.00	78,144,114.00	4.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,771,200.00	1,771,200.00	0.00	1,771,200.00	1,771,200.00	0.0%
Special Education Discretionary Grants		8182	0.00	120,126.00	120,126.00	0.00	85,746.00	85,746.00	-28.6%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,523,341.00	1,523,341.00		937,388.00	937,388.00	-38.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		190,180.00	190,180.00		172,043.00	172,043.00	-9.5%
Title III, Part A, Immigrant Student Program	4201	8290		7,518.00	7,518.00		0.00	0.00	-100.0%
Title III, Part A, English Learner Program	4203	8290		256,921.00	256,921.00		87,077.00	87,077.00	-66.1%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		421,364.00	421,364.00		86,584.00	86,584.00	-79.5%
Career and Technical									
Education	3500-3599	8290		71,082.00	71,082.00		73,511.00	73,511.00	3.4%
All Other Federal Revenue	All Other	8290	0.00	9,763,209.00	9,763,209.00	0.00	3,650,760.00	3,650,760.00	-62.6%
TOTAL, FEDERAL REVENUE			0.00	14,124,941.00	14,124,941.00	0.00	6,864,309.00	6,864,309.00	-51.4%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%

Description			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	297,851.00	0.00	297,851.00	320,646.00	0.00	320,646.00	7.7%
Lottery - Unrestricted and Instructional Materials		8560	1,023,619.00	400,261.00	1,423,880.00	912,064.00	363,755.00	1,275,819.00	-10.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		297,782.00	297,782.00		288,177.00	288,177.00	-3.2%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive									
Grant Program	6387	8590		710,289.00	710,289.00		419,792.00	419,792.00	-40.9%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	0.00	10,176,948.00	10,176,948.00	0.00	5,281,771.00	5,281,771.00	-48.1%
TOTAL, OTHER STATE REVENUE			1,321,470.00	11,585,280.00	12,906,750.00	1,232,710.00	6,353,495.00	7,586,205.00	-41.2%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	6,579,195.00	0.00	6,579,195.00	6,546,299.00	0.00	6,546,299.00	-0.5%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	492,931.00	492,931.00	0.00	403,701.00	403,701.00	-18.1%
Interest		8660	82,000.00	0.00	82,000.00	75,000.00	0.00	75,000.00	-8.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	10,649.00	10,649.00	0.00	0.00	0.00	-100.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	86,263.00	2,651,347.00	2,737,610.00	322,375.00	989,718.00	1,312,093.00	-52.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		(576,196.00)	(576,196.00)		(576,196.00)	(576,196.00)	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									

Description			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,747,458.00	2,578,731.00	9,326,189.00	6,943,674.00	817,223.00	7,760,897.00	-16.8%
TOTAL, REVENUES			83,192,404.00	28,288,952.00	111,481,356.00	86,320,498.00	14,035,027.00	100,355,525.00	-10.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	23,297,728.00	9,070,199.00	32,367,927.00	23,070,328.00	6,408,162.00	29,478,490.00	-8.9%
Certificated Pupil Support Salaries		1200	3,185,676.00	1,476,033.00	4,661,709.00	3,240,529.00	1,508,084.00	4,748,613.00	1.9%
Certificated Supervisors' and Administrators' Salaries		1300	3,750,549.00	591,926.00	4,342,475.00	3,674,056.00	656,492.00	4,330,548.00	-0.3%
Other Certificated Salaries		1900	186,846.00	544,552.00	731,398.00	248,768.00	376,239.00	625,007.00	-14.5%
TOTAL, CERTIFICATED SALARIES			30,420,799.00	11,682,710.00	42,103,509.00	30,233,681.00	8,948,977.00	39,182,658.00	-6.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,267,853.00	2,423,441.00	3,691,294.00	1,252,805.00	2,130,550.00	3,383,355.00	-8.3%
Classified Support Salaries		2200	4,336,660.00	2,613,696.00	6,950,356.00	4,651,551.00	2,432,198.00	7,083,749.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	1,106,046.00	203,572.00	1,309,618.00	1,107,574.00	148,121.00	1,255,695.00	-4.1%
Clerical, Technical and Office Salaries		2400	3,130,218.22	242,536.00	3,372,754.22	3,298,046.00	199,103.00	3,497,149.00	3.7%
Other Classified Salaries		2900	198,340.00	53,033.00	251,373.00	208,016.00	71,888.00	279,904.00	11.4%
TOTAL, CLASSIFIED SALARIES			10,039,117.22	5,536,278.00	15,575,395.22	10,517,992.00	4,981,860.00	15,499,852.00	-0.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	4,989,182.68	6,011,785.00	11,000,967.68	5,614,466.00	6,088,342.00	11,702,808.00	6.4%
PERS		3201-3202	2,107,698.00	1,025,437.00	3,133,135.00	2,491,816.00	1,110,913.00	3,602,729.00	15.0%
OASDI/Medicare/Alternative		3301-3302	1,243,127.00	574,414.00	1,817,541.00	1,324,488.00	516,002.00	1,840,490.00	1.3%
Health and Welfare Benefits		3401-3402	6,718,588.00	2,794,740.00	9,513,328.00	6,872,534.00	2,867,579.00	9,740,113.00	2.4%
Unemployment Insurance		3501-3502	210,796.00	78,621.00	289,417.00	251,458.00	69,701.00	321,159.00	11.0%
Workers' Compensation		3601-3602	786,744.00	294,205.00	1,080,949.00	804,065.00	272,195.00	1,076,260.00	-0.4%
OPEB, Allocated		3701-3702	604,358.00	0.00	604,358.00	750,298.00	0.00	750,298.00	24.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, EMPLOYEE BENEFITS			16,660,493.68	10,779,202.00	27,439,695.68	18,109,125.00	10,924,732.00	29,033,857.00	5.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	279,480.00	307,605.00	587,085.00	342,517.00	352,927.00	695,444.00	18.5%
Books and Other Reference Materials		4200	131,818.00	231,235.00	363,053.00	545,486.00	1,192.00	546,678.00	50.6%
Materials and Supplies		4300	4,055,129.00	12,929,397.00	16,984,526.00	1,803,316.00	1,411,210.00	3,214,526.00	-81.1%
Noncapitalized Equipment		4400	336,896.00	333,120.00	670,016.00	85,015.00	8,012.00	93,027.00	-86.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,803,323.00	13,801,357.00	18,604,680.00	2,776,334.00	1,773,341.00	4,549,675.00	-75.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	193,991.00	2,358,684.00	2,552,675.00	193,991.00	2,344,029.00	2,538,020.00	-0.6%
Travel and Conferences		5200	78,208.00	304,069.00	382,277.00	94,667.00	293,496.00	388,163.00	1.5%
Dues and Memberships		5300	60,118.00	2,188.00	62,306.00	59,113.00	591.00	59,704.00	-4.2%
Insurance		5400 - 5450	767,662.00	0.00	767,662.00	782,906.00	0.00	782,906.00	2.0%
Operations and Housekeeping									
Services		5500	2,334,966.00	36,600.00	2,371,566.00	2,658,140.00	0.00	2,658,140.00	12.1%
Rentals, Leases, Repairs, and									
Noncapitalized Improvements		5600	394,937.00	960,589.00	1,355,526.00	427,976.00	489,743.00	917,719.00	-32.3%
Transfers of Direct Costs		5710	(18,017.00)	18,017.00	0.00	(2,141.00)	2,141.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and									
Operating Expenditures		5800	2,769,635.00	4,741,462.00	7,511,097.00	2,632,383.00	3,035,734.00	5,668,117.00	-24.5%
Communications		5900	400,508.00	333,268.00	733,776.00	421,920.00	5,847.00	427,767.00	-41.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,982,008.00	8,754,877.00	15,736,885.00	7,268,955.00	6,171,581.00	13,440,536.00	-14.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	439,231.00	439,231.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries									
or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	168,074.00	134,849.00	302,923.00	98,946.00	72,272.00	171,218.00	-43.5%
Equipment Replacement		6500	119,724.00	212,218.00	331,942.00	70,000.00	163,859.00	233,859.00	-29.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			287,798.00	786,298.00	1,074,096.00	168,946.00	236,131.00	405,077.00	-62.3%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	17,063.00	0.00	17,063.00	17,063.00	0.00	17,063.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	8,299.00	0.00	8,299.00	8,299.00	0.00	8,299.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			25,362.00	0.00	25,362.00	25,362.00	0.00	25,362.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,531,224.00)	1,531,224.00	0.00	(1,087,801.00)	1,087,801.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,531,224.00)	1,531,224.00	0.00	(1,087,801.00)	1,087,801.00	0.00	0.0%
TOTAL, EXPENDITURES			67,687,676.90	52,871,946.00	120,559,622.90	68,012,594.00	34,124,423.00	102,137,017.00	-15.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	431,060.00	0.00	431,060.00	650,696.00	0.00	650,696.00	51.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			431,060.00	0.00	431,060.00	650,696.00	0.00	650,696.00	51.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from									
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(20,782,226.00)	20,782,226.00	0.00	(20,221,721.00)	20,221,721.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(20,782,226.00)	20,782,226.00	0.00	(20,221,721.00)	20,221,721.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(18,713,286.00)	20,782,226.00	2,068,940.00	(18,372,417.00)	20,221,721.00	1,849,304.00	-10.6%

			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	75,123,476.00	0.00	75,123,476.00	78,144,114.00	0.00	78,144,114.00	4.0%
2) Federal Revenue		8100-8299	0.00	14,124,941.00	14,124,941.00	0.00	6,864,309.00	6,864,309.00	-51.4%
3) Other State Revenue		8300-8599	1,321,470.00	11,585,280.00	12,906,750.00	1,232,710.00	6,353,495.00	7,586,205.00	-41.2%
4) Other Local Revenue		8600-8799	6,747,458.00	2,578,731.00	9,326,189.00	6,943,674.00	817,223.00	7,760,897.00	-16.8%
5) TOTAL, REVENUES			83,192,404.00	28,288,952.00	111,481,356.00	86,320,498.00	14,035,027.00	100,355,525.00	-10.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	35,918,446.68	36,342,151.00	72,260,597.68	34,489,499.00	21,757,636.00	56,247,135.00	-22.2%
2) Instruction - Related Services	2000-2999		10,314,869.22	3,085,357.00	13,400,226.22	10,291,798.00	2,502,296.00	12,794,094.00	-4.5%
3) Pupil Services	3000-3999		5,901,936.00	5,958,941.00	11,860,877.00	6,102,723.00	5,495,116.00	11,597,839.00	-2.2%
4) Ancillary Services	4000-4999		1,816,157.00	70,642.00	1,886,799.00	1,868,745.00	32,522.00	1,901,267.00	0.8%
5) Community Services	5000-5999		0.00	1,500.00	1,500.00	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		134,010.00	255,673.00	389,683.00	139,872.00	260,164.00	400,036.00	2.7%
7) General Administration	7000-7999		5,240,259.00	2,427,135.00	7,667,394.00	6,279,572.00	1,316,240.00	7,595,812.00	-0.9%
8) Plant Services	8000-8999		8,332,137.00	4,730,547.00	13,062,684.00	8,810,523.00	2,760,449.00	11,570,972.00	-11.4%
9) Other Outgo	9000-9999		29,862.00	0.00	29,862.00	29,862.00	0.00	29,862.00	0.0%
10) TOTAL, EXPENDITURES				67,687,676.90	52,871,946.00	120,559,622.90	68,012,594.00	34,124,423.00	102,137,017.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			15,504,727.10	(24,582,994.00)	(9,078,266.90)	18,307,904.00	(20,089,396.00)	(1,781,492.00)	-80.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
b) Transfers Out		7600-7629	431,060.00	0.00	431,060.00	650,696.00	0.00	650,696.00	51.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(20,782,226.00)	20,782,226.00	0.00	(20,221,721.00)	20,221,721.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(18,713,286.00)	20,782,226.00	2,068,940.00	(18,372,417.00)	20,221,721.00	1,849,304.00	-10.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,208,558.90)	(3,800,768.00)	(7,009,326.90)	(64,513.00)	132,325.00	67,812.00	-101.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,701,879.00	4,593,213.00	28,295,092.00	20,493,320.10	792,445.00	21,285,765.10	-24.8%
2) Ending Balance, June 30 (E + F1e)			20,493,320.10	792,445.00	21,285,765.10	20,428,807.10	924,770.00	21,353,577.10	0.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Stores		9712	19,583.73	0.00	19,583.73	19,583.73	0.00	19,583.73	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	792,445.00	792,445.00	0.00	924,770.00	924,770.00	16.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	5,499,159.00	0.00	5,499,159.00	New
Future Employment Costs	0000	9760			0.00	627,151.00		627,151.00	
Future Employment Minimum Wage	0000	9760			0.00	200,000.00		200,000.00	
LCFF Supplemental Balance	0000	9760			0.00	1,200,000.00		1,200,000.00	
Technology/Chromebooks	0000	9760			0.00	300,000.00		300,000.00	
Charter Repayment	0000	9760			0.00	632,452.00		632,452.00	
Curriculum Master Plan	0000	9760			0.00	600,000.00		600,000.00	
E-rate	0000	9760			0.00	500,000.00		500,000.00	
Post Employment Benefits	0000	9760			0.00	1,000,000.00		1,000,000.00	
T-K Aides	0000	9760			0.00	289,556.00		289,556.00	
Social Worker-Elementary	0000	9760			0.00	150,000.00		150,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,526,835.00	0.00	3,526,835.00	0.00	0.00	0.00	-100.0%
Future Employment Costs	0000	9780	691,664.00		691,664.00			0.00	
LCFF Supplemental Balance	0000	9780	1,202,719.00		1,202,719.00			0.00	
Charter Repayment	0000	9780	632,452.00		632,452.00			0.00	
Post Employment Benefits	0000	9780	1,000,000.00		1,000,000.00			0.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	3,629,721.00	0.00	3,629,721.00	3,083,631.00	0.00	3,083,631.00	-15.0%
Unassigned/Unappropriated Amount		9790	13,277,180.37	0.00	13,277,180.37	11,786,433.37	0.00	11,786,433.37	-11.2%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5640		147,102.00	147,102.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	389,704.00	606,858.00
9010	Other Restricted Local	255,639.00	170,810.00
Total, Restricted Balance		792,445.00	924,770.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	537,557.00	537,557.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			537,557.00	537,557.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			537,557.00	537,557.00	0.0%
2) Ending Balance, June 30 (E + F1e)			537,557.00	537,557.00	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	537,557.00	537,557.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	537,556.63		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			537,556.63		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			537,556.63		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	537,557.00	537,557.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			537,557.00	537,557.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			537,557.00	537,557.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			537,557.00	537,557.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	537,557.00	537,557.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	537,557.00	537,557.00
Total, Restricted Balance		537,557.00	537,557.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	22,000.00	22,000.00	0.0%
5) TOTAL, REVENUES			22,000.00	22,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	22,000.00	22,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			22,000.00	22,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	49,395.00	49,395.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			49,395.00	49,395.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			49,395.00	49,395.00	0.0%
2) Ending Balance, June 30 (E + F1e)			49,395.00	49,395.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,158.00	2,158.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	47,237.00	47,237.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	34,496.05		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	52.50		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			34,548.55		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(1,526.49)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(1,526.49)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			36,075.04		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from					
State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	180.00	180.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	21,820.00	21,820.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			22,000.00	22,000.00	0.0%
TOTAL, REVENUES			22,000.00	22,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	20,000.00	20,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	2,000.00	2,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			22,000.00	22,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			22,000.00	22,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates					
of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	22,000.00	22,000.00	0.0%
5) TOTAL, REVENUES			22,000.00	22,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		22,000.00	22,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			22,000.00	22,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	49,395.00	49,395.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			49,395.00	49,395.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			49,395.00	49,395.00	0.0%
2) Ending Balance, June 30 (E + F1e)			49,395.00	49,395.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,158.00	2,158.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	47,237.00	47,237.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	2,158.00	2,158.00
Total, Restricted Balance		2,158.00	2,158.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,763,088.00	1,447,910.00	-17.9%
3) Other State Revenue		8300-8599	177,983.00	87,820.00	-50.7%
4) Other Local Revenue		8600-8799	432,848.00	265,972.00	-38.6%
5) TOTAL, REVENUES			2,373,919.00	1,801,702.00	-24.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	875,676.00	934,357.05	6.7%
3) Employee Benefits		3000-3999	586,993.00	627,011.95	6.8%
4) Books and Supplies		4000-4999	1,261,785.00	815,631.00	-35.4%
5) Services and Other Operating Expenditures		5000-5999	78,504.00	57,255.00	-27.1%
6) Capital Outlay		6000-6999	26,343.00	18,143.00	-31.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,829,301.00	2,452,398.00	-13.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(455,382.00)	(650,696.00)	42.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	431,060.00	650,696.00	51.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			431,060.00	650,696.00	51.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(24,322.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	67,935.00	43,613.00	-35.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,935.00	43,613.00	-35.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,935.00	43,613.00	-35.8%
2) Ending Balance, June 30 (E + F1e)			43,613.00	43,613.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	39,934.87	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,678.13	43,613.00	1,085.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	135,492.32		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	5,790.14		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	39,934.87		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			181,217.33		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(346.00)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(346.00)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			181,563.33		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,681,411.00	1,369,910.00	-18.5%
Donated Food Commodities		8221	78,000.00	78,000.00	0.0%
All Other Federal Revenue		8290	3,677.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			1,763,088.00	1,447,910.00	-17.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	177,983.00	87,820.00	-50.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			177,983.00	87,820.00	-50.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	115,600.00	115,600.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	316,248.00	149,372.00	-52.8%
TOTAL, OTHER LOCAL REVENUE			432,848.00	265,972.00	-38.6%
TOTAL, REVENUES			2,373,919.00	1,801,702.00	-24.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	626,176.00	674,542.00	7.7%
Classified Supervisors' and Administrators' Salaries		2300	145,217.00	145,217.05	0.0%
Clerical, Technical and Office Salaries		2400	104,283.00	114,598.00	9.9%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			875,676.00	934,357.05	6.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	158,439.00	196,153.00	23.8%
OASDI/Medicare/Alternative		3301-3302	66,409.00	71,478.53	7.6%
Health and Welfare Benefits		3401-3402	341,178.00	336,455.00	-1.4%
Unemployment Insurance		3501-3502	4,340.00	4,671.98	7.6%
Workers' Compensation		3601-3602	16,627.00	18,253.44	9.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			586,993.00	627,011.95	6.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	346,280.00	98,750.00	-71.5%
Noncapitalized Equipment		4400	51,955.00	17,870.00	-65.6%
Food		4700	863,550.00	699,011.00	-19.1%
TOTAL, BOOKS AND SUPPLIES			1,261,785.00	815,631.00	-35.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	16,401.00	3,000.00	-81.7%
Dues and Memberships		5300	575.00	575.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	36,348.00	18,500.00	-49.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	24,550.00	34,550.00	40.7%
Communications		5900	630.00	630.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			78,504.00	57,255.00	-27.1%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	26,343.00	18,143.00	-31.1%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			26,343.00	18,143.00	-31.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,829,301.00	2,452,398.00	-13.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	431,060.00	650,696.00	51.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			431,060.00	650,696.00	51.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			431,060.00	650,696.00	51.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,763,088.00	1,447,910.00	-17.9%
3) Other State Revenue		8300-8599	177,983.00	87,820.00	-50.7%
4) Other Local Revenue		8600-8799	432,848.00	265,972.00	-38.6%
5) TOTAL, REVENUES			2,373,919.00	1,801,702.00	-24.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,829,301.00	2,452,398.00	-13.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,829,301.00	2,452,398.00	-13.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(455,382.00)	(650,696.00)	42.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	431,060.00	650,696.00	51.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			431,060.00	650,696.00	51.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(24,322.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	67,935.00	43,613.00	-35.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,935.00	43,613.00	-35.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,935.00	43,613.00	-35.8%
2) Ending Balance, June 30 (E + F1e)			43,613.00	43,613.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	39,934.87	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,678.13	43,613.00	1,085.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3,678.13	43,613.00
Total, Restricted Balance		3,678.13	43,613.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	340.00	250.00	-26.5%
5) TOTAL, REVENUES			340.00	250.00	-26.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	7,438.00	0.00	-100.0%
6) Capital Outlay		6000-6999	38,668.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			46,106.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(45,766.00)	250.00	-100.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(45,766.00)	250.00	-100.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,320.00	56,554.00	-44.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,320.00	56,554.00	-44.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,320.00	56,554.00	-44.7%
2) Ending Balance, June 30 (E + F1e)			56,554.00	56,804.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	56,554.00	56,804.00	0.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	97,474.41		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			97,474.41		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			97,474.41		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds					
Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	340.00	250.00	-26.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			340.00	250.00	-26.5%
TOTAL, REVENUES			340.00	250.00	-26.5%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternativ e		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	7,438.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,438.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	38,668.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			38,668.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			46,106.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	340.00	250.00	-26.5%
5) TOTAL, REVENUES			340.00	250.00	-26.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		46,106.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			46,106.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(45,766.00)	250.00	-100.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(45,766.00)	250.00	-100.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,320.00	56,554.00	-44.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,320.00	56,554.00	-44.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,320.00	56,554.00	-44.7%
2) Ending Balance, June 30 (E + F1e)			56,554.00	56,804.00	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	56,554.00	56,804.00	0.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	0.0%
5) TOTAL, REVENUES			30.00	30.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30.00	30.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30.00	30.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,897.00	9,927.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,897.00	9,927.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,897.00	9,927.00	0.3%
2) Ending Balance, June 30 (E + F1e)			9,927.00	9,957.00	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	9,927.00	9,957.00	0.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	9,928.39		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			9,928.39		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			9,928.39		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	30.00	30.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30.00	30.00	0.0%
TOTAL, REVENUES			30.00	30.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30.00	30.00	0.0%
5) TOTAL, REVENUES			30.00	30.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			30.00	30.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30.00	30.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,897.00	9,927.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,897.00	9,927.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,897.00	9,927.00	0.3%
2) Ending Balance, June 30 (E + F1e)			9,927.00	9,957.00	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	9,927.00	9,957.00	0.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	166,100.00	107,000.00	-35.6%
5) TOTAL, REVENUES			166,100.00	107,000.00	-35.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	263,571.00	271,614.00	3.1%
3) Employee Benefits		3000-3999	122,787.00	128,877.00	5.0%
4) Books and Supplies		4000-4999	716,599.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	33,322.00	0.00	-100.0%
6) Capital Outlay		6000-6999	37,807,740.00	19,100,000.00	-49.5%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499		0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			38,944,019.00	19,500,491.00	-49.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(38,777,919.00)	(19,393,491.00)	-50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	62,400,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			62,400,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			23,622,081.00	(19,393,491.00)	-182.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,020,163.00	40,642,244.00	138.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,020,163.00	40,642,244.00	138.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,020,163.00	40,642,244.00	138.8%
2) Ending Balance, June 30 (E + F1e)			40,642,244.00	21,248,753.00	-47.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	40,642,244.00	21,248,753.00	-47.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,797,780.01		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,797,780.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(859,759.07)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			(859,759.07)		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			7,657,539.08		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	166,100.00	107,000.00	-35.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			166,100.00	107,000.00	-35.6%
TOTAL, REVENUES			166,100.00	107,000.00	-35.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	219,000.00	222,554.00	1.6%
Clerical, Technical and Office Salaries		2400	44,571.00	49,060.00	10.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			263,571.00	271,614.00	3.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	57,442.00	68,908.00	20.0%
OASDI/Medicare/Alternative		3301-3302	20,060.00	20,779.00	3.6%
Health and Welfare Benefits		3401-3402	38,957.00	32,526.00	-16.5%
Unemployment Insurance		3501-3502	1,317.00	1,358.00	3.1%
Workers' Compensation		3601-3602	5,011.00	5,306.00	5.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			122,787.00	128,877.00	5.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	126,136.00	0.00	-100.0%
Noncapitalized Equipment		4400	590,463.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			716,599.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	33,322.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			33,322.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	13,390.00	0.00	-100.0%
Land Improvements		6170	1,138,902.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	35,291,043.00	19,100,000.00	-45.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	1,301,833.00	0.00	-100.0%
Equipment Replacement		6500	62,572.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			37,807,740.00	19,100,000.00	-49.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			38,944,019.00	19,500,491.00	-49.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	62,400,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			62,400,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			62,400,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	166,100.00	107,000.00	-35.6%
5) TOTAL, REVENUES			166,100.00	107,000.00	-35.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		38,944,019.00	19,500,491.00	-49.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			38,944,019.00	19,500,491.00	-49.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(38,777,919.00)	(19,393,491.00)	-50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	62,400,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			62,400,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			23,622,081.00	(19,393,491.00)	-182.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,020,163.00	40,642,244.00	138.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,020,163.00	40,642,244.00	138.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,020,163.00	40,642,244.00	138.8%
2) Ending Balance, June 30 (E + F1e)			40,642,244.00	21,248,753.00	-47.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	40,642,244.00	21,248,753.00	-47.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	40,642,244.00	21,248,753.00
Total, Restricted Balance		40,642,244.00	21,248,753.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	238,800.00	168,000.00	-29.6%
5) TOTAL, REVENUES			238,800.00	168,000.00	-29.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	5,309.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	200,359.00	118,375.00	-40.9%
6) Capital Outlay		6000-6999	88,033.00	119,187.00	35.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			293,701.00	237,562.00	-19.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(54,901.00)	(69,562.00)	26.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(54,901.00)	(69,562.00)	26.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,193,279.00	1,138,378.00	-4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,193,279.00	1,138,378.00	-4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,193,279.00	1,138,378.00	-4.6%
2) Ending Balance, June 30 (E + F1e)			1,138,378.00	1,068,816.00	-6.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,031,992.00	1,057,946.00	2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	106,386.00	10,870.00	-89.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,239,373.32		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	37,601.58		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,276,974.90		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,276,974.90		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,800.00	3,000.00	-21.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	235,000.00	165,000.00	-29.8%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			238,800.00	168,000.00	-29.6%
TOTAL, REVENUES			238,800.00	168,000.00	-29.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,005.00	0.00	-100.0%
Noncapitalized Equipment		4400	1,304.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			5,309.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	127,935.00	102,375.00	-20.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	72,424.00	16,000.00	-77.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			200,359.00	118,375.00	-40.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	88,033.00	119,187.00	35.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			88,033.00	119,187.00	35.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			293,701.00	237,562.00	-19.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	238,800.00	168,000.00	-29.6%
5) TOTAL, REVENUES			238,800.00	168,000.00	-29.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		77,733.00	16,000.00	-79.4%
8) Plant Services	8000-8999		215,968.00	221,562.00	2.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			293,701.00	237,562.00	-19.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(54,901.00)	(69,562.00)	26.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(54,901.00)	(69,562.00)	26.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,193,279.00	1,138,378.00	-4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,193,279.00	1,138,378.00	-4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,193,279.00	1,138,378.00	-4.6%
2) Ending Balance, June 30 (E + F1e)			1,138,378.00	1,068,816.00	-6.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,031,992.00	1,057,946.00	2.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	106,386.00	10,870.00	-89.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	1,031,992.00	1,057,946.00
Total, Restricted Balance		1,031,992.00	1,057,946.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,855,353.00	5,040,084.00	3.8%
5) TOTAL, REVENUES			4,855,353.00	5,040,084.00	3.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	8,750.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,843,823.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,852,573.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,002,780.00	5,040,084.00	67.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,808,590.00	2,656,693.00	-5.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,808,590.00)	(2,656,693.00)	-5.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			194,190.00	2,383,391.00	1,127.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,738,327.00	9,932,517.00	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,738,327.00	9,932,517.00	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,738,327.00	9,932,517.00	2.0%
2) Ending Balance, June 30 (E + F1e)			9,932,517.00	12,315,908.00	24.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,911,074.00	12,294,320.00	24.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	21,443.00	21,588.00	0.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,445,427.94		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			11,445,427.94		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	32,177.75		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			32,177.75		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			11,413,250.19		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	4,827,633.00	5,020,739.00	4.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	27,720.00	19,345.00	-30.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,855,353.00	5,040,084.00	3.8%
TOTAL, REVENUES			4,855,353.00	5,040,084.00	3.8%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,750.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,750.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,830,071.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	13,752.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,843,823.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,852,573.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	2,808,590.00	2,656,693.00	-5.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,808,590.00	2,656,693.00	-5.4%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,808,590.00)	(2,656,693.00)	-5.4%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,855,353.00	5,040,084.00	3.8%
5) TOTAL, REVENUES			4,855,353.00	5,040,084.00	3.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,852,573.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,852,573.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			3,002,780.00	5,040,084.00	67.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,808,590.00	2,656,693.00	-5.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,808,590.00)	(2,656,693.00)	-5.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			194,190.00	2,383,391.00	1,127.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,738,327.00	9,932,517.00	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,738,327.00	9,932,517.00	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,738,327.00	9,932,517.00	2.0%
2) Ending Balance, June 30 (E + F1e)			9,932,517.00	12,315,908.00	24.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,911,074.00	12,294,320.00	24.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	21,443.00	21,588.00	0.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	9,911,074.00	12,294,320.00
Total, Restricted Balance		9,911,074.00	12,294,320.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,439,904.03	11,439,904.03	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,439,904.03	11,439,904.03	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,439,904.03	11,439,904.03	0.0%
2) Ending Balance, June 30 (E + F1e)			11,439,904.03	11,439,904.03	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11,439,904.03	11,439,904.03	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,439,904.03	11,439,904.03	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,439,904.03	11,439,904.03	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,439,904.03	11,439,904.03	0.0%
2) Ending Balance, June 30 (E + F1e)			11,439,904.03	11,439,904.03	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	11,439,904.03	11,439,904.03	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50.00	30.00	-40.0%
5) TOTAL, REVENUES			50.00	30.00	-40.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	156,693.00	156,693.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			156,693.00	156,693.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(156,643.00)	(156,663.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	308,590.00	156,693.00	-49.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			308,590.00	156,693.00	-49.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			151,947.00	30.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	297,937.00	449,884.00	51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			297,937.00	449,884.00	51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,937.00	449,884.00	51.0%
2) Ending Balance, June 30 (E + F1e)			449,884.00	449,914.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	449,884.00	449,914.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	14,037.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	439,344.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			453,381.68		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			453,381.68		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	50.00	30.00	-40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50.00	30.00	-40.0%
TOTAL, REVENUES			50.00	30.00	-40.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	16,693.00	16,693.00	0.0%
Other Debt Service - Principal		7439	140,000.00	140,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			156,693.00	156,693.00	0.0%
TOTAL, EXPENDITURES			156,693.00	156,693.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	308,590.00	156,693.00	-49.2%
(a) TOTAL, INTERFUND TRANSFERS IN			308,590.00	156,693.00	-49.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			308,590.00	156,693.00	-49.2%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50.00	30.00	-40.0%
5) TOTAL, REVENUES			50.00	30.00	-40.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	156,693.00	156,693.00	0.0%
10) TOTAL, EXPENDITURES			156,693.00	156,693.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(156,643.00)	(156,663.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	308,590.00	156,693.00	-49.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			308,590.00	156,693.00	-49.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			151,947.00	30.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	297,937.00	449,884.00	51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			297,937.00	449,884.00	51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,937.00	449,884.00	51.0%
2) Ending Balance, June 30 (E + F1e)			449,884.00	449,914.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	449,884.00	449,914.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	449,884.00	449,914.00
Total, Restricted Balance		449,884.00	449,914.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,197.00	4,256.00	-18.1%
5) TOTAL, REVENUES			5,197.00	4,256.00	-18.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	58,450.00	11,250.00	-80.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			58,450.00	11,250.00	-80.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(53,253.00)	(6,994.00)	-86.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(53,253.00)	(6,994.00)	-86.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,953,837.00	1,900,584.00	-2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,953,837.00	1,900,584.00	-2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,953,837.00	1,900,584.00	-2.7%
2) Ending Net Position, June 30 (E + F1e)			1,900,584.00	1,893,590.00	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,900,584.00	1,893,590.00	-0.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,545,201.63		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	413,453.47		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			1,958,655.10		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			1,958,655.10		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,197.00	4,256.00	-18.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,197.00	4,256.00	-18.1%
TOTAL, REVENUES			5,197.00	4,256.00	-18.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	58,450.00	11,250.00	-80.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			58,450.00	11,250.00	-80.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			58,450.00	11,250.00	-80.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,197.00	4,256.00	-18.1%
5) TOTAL, REVENUES			5,197.00	4,256.00	-18.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		58,450.00	11,250.00	-80.8%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			58,450.00	11,250.00	-80.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(53,253.00)	(6,994.00)	-86.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(53,253.00)	(6,994.00)	-86.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,953,837.00	1,900,584.00	-2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,953,837.00	1,900,584.00	-2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,953,837.00	1,900,584.00	-2.7%
2) Ending Net Position, June 30 (E + F1e)			1,900,584.00	1,893,590.00	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,900,584.00	1,893,590.00	-0.4%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Net Position		0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	5,678.75	5,678.75	6,186.10	5,671.62	5,671.62	6,007.50
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	5,678.75	5,678.75	6,186.10	5,671.62	5,671.62	6,007.50
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	43.96	43.96	43.96	43.96	43.96	43.96
c. Special Education-NPS/LCI	2.78	2.78	2.78	2.78	2.78	2.78
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	46.74	46.74	46.74	46.74	46.74	46.74

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	5,725.49	5,725.49	6,232.84	5,718.36	5,718.36	6,054.24
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	1,129,958.00		1,129,958.00			1,129,958.00
Work in Progress	43,379,982.25	(393,821.25)	42,986,161.00			42,986,161.00
Total capital assets not being depreciated	44,509,940.25	(393,821.25)	44,116,119.00	0.00	0.00	44,116,119.00
Capital assets being depreciated:						
Land Improvements	35,769,214.99	.01	35,769,215.00			35,769,215.00
Buildings	222,427,655.39	2,599.61	222,430,255.00			222,430,255.00
Equipment	18,642,190.93	.07	18,642,191.00			18,642,191.00
Total capital assets being depreciated	276,839,061.31	2,599.69	276,841,661.00	0.00	0.00	276,841,661.00
Accumulated Depreciation for:						
Land Improvements	(24,159,331.00)		(24,159,331.00)			(24,159,331.00)
Buildings	(79,475,060.00)		(79,475,060.00)			(79,475,060.00)
Equipment	(9,178,608.00)		(9,178,608.00)			(9,178,608.00)
Total accumulated depreciation	(112,812,999.00)	0.00	(112,812,999.00)	0.00	0.00	(112,812,999.00)
Total capital assets being depreciated, net excluding lease assets	164,026,062.31	2,599.69	164,028,662.00	0.00	0.00	164,028,662.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	208,536,002.56	(391,221.56)	208,144,781.00	0.00	0.00	208,144,781.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH				0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			0.00	0.00	0.00	0.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019						0.00		0.00	16,511,707.00
Property Taxes	8020-8079								0.00	65,705,505.00
Miscellaneous Funds	8080-8099								0.00	(4,073,098.00)
Federal Revenue	8100-8299								0.00	6,864,309.00
Other State Revenue	8300-8599								0.00	7,586,205.00
Other Local Revenue	8600-8799								0.00	7,760,897.00
Interfund Transfers In	8910-8929								0.00	2,500,000.00
All Other Financing Sources	8930-8979								0.00	0.00
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	102,855,525.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999						0.00		0.00	39,182,658.00
Classified Salaries	2000-2999								0.00	15,499,852.00
Employee Benefits	3000-3999								0.00	29,033,857.00
Books and Supplies	4000-4999								0.00	4,549,675.00
Services	5000-5999								0.00	13,440,536.00
Capital Outlay	6000-6599								0.00	405,077.00
Other Outgo	7000-7499								0.00	25,362.00
Interfund Transfers Out	7600-7629								0.00	650,696.00
All Other Financing Uses	7630-7699								0.00	0.00
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	102,787,713.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199								0.00	
Accounts Receivable	9200-9299								0.00	
Due From Other Funds	9310								0.00	
Stores	9320								0.00	
Prepaid Expenditures	9330								0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340								0.00	
Deferred Outflows of Resources	9490								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599								0.00	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								0.00	
Deferred Inflows of Resources	9690								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	67,812.00
F. ENDING CASH (A + E)			0.00	0.00	0.00	0.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									0.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			0.00	0.00	0.00	0.00				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019								0.00	
Property Taxes	8020-8079								0.00	
Miscellaneous Funds	8080-8099								0.00	
Federal Revenue	8100-8299								0.00	
Other State Revenue	8300-8599								0.00	
Other Local Revenue	8600-8799								0.00	
Interfund Transfers In	8910-8929								0.00	
All Other Financing Sources	8930-8979								0.00	
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999								0.00	
Classified Salaries	2000-2999								0.00	
Employee Benefits	3000-3999								0.00	
Books and Supplies	4000-4999								0.00	
Services	5000-5999								0.00	
Capital Outlay	6000-6599								0.00	
Other Outgo	7000-7499								0.00	
Interfund Transfers Out	7600-7629								0.00	
All Other Financing Uses	7630-7699								0.00	
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199								0.00	
Accounts Receivable	9200-9299								0.00	
Due From Other Funds	9310								0.00	
Stores	9320								0.00	
Prepaid Expenditures	9330								0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340								0.00	
Deferred Outflows of Resources	9490								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599								0.00	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								0.00	
Deferred Inflows of Resources	9690								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			0.00	0.00	0.00	0.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									0.00	

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 133 Mission St,
Suite 100 Santa
Cruz, CA 95060

Place: 400 Encinal St. Santa
Cruz, CA 95060

Date: May 27, 2022

Date: June 01, 2022

Time: 06:30 PM

Adoption
Date: June 15, 2022

Signed: _____

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Contact person for additional information on the budget reports:

Name: Jim Monreal

Telephone: (831) 429-3410
x48224

Asst.
Title: Superintendent of
Business Services

E-mail: jmonreal@sccs.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X

		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 15, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of
Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers
the following information:

☒ This school district is not self-insured for workers' compensation claims.

Signed

Date of
Meeting: Jun
15,
2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:

Jim Monreal

Title:

Asst. Superintendent

Telephone:

(831) 429-3410 x48224

E-mail:

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	42,103,509.00	301	191,201.00	303	41,912,308.00	305	760,157.00	898,701.00	307	41,013,607.00	309
2000 - Classified Salaries	15,575,395.22	311	23,073.00	313	15,552,322.22	315	942,959.00	1,382,486.00	317	14,169,836.22	319
3000 - Employee Benefits	27,439,695.68	321	660,382.00	323	26,779,313.68	325	868,834.00	1,002,827.00	327	25,776,486.68	329
4000 - Books, Supplies Equip Replace. (6500)	18,936,622.00	331	19,167.00	333	18,917,455.00	335	989,167.00	4,381,819.00	337	14,535,636.00	339
5000 - Services. . . & 7300 - Indirect Costs	15,736,885.00	341	47,250.00	343	15,689,635.00	345	5,317,000.00	6,791,728.00	347	8,897,907.00	349
TOTAL					118,851,033.90	365	TOTAL			104,393,472.90	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		49,854,182.68
12. Less: Teacher and Instructional Aide Salaries and		

Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	138,542.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.	330,017.00	396
14. TOTAL SALARIES AND BENEFITS.	49,524,165.68	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.47	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')	0	

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)55	
2. Percentage spent by this district (Part II, Line 15)47	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)08	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	104,393,472.90	
5. Deficiency Amount (Part III, Line 3 times Line 4)	7,892,146.55	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Reductions include donations, Medi-cal, Restricted Lottery.

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	39,182,658.00	301	179,177.00	303	39,003,481.00	305	682,992.00	816,044.00	307	38,187,437.00	309
2000 - Classified Salaries	15,499,852.00	311	0.00	313	15,499,852.00	315	995,555.00	1,166,882.00	317	14,332,970.00	319
3000 - Employee Benefits	29,033,857.00	321	818,958.00	323	28,214,899.00	325	1,025,898.00	1,122,028.00	327	27,092,871.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,783,534.00	331	0.00	333	4,783,534.00	335	604,886.00	967,581.00	337	3,815,953.00	339
5000 - Services. . . & 7300 - Indirect Costs	13,440,536.00	341	0.00	343	13,440,536.00	345	5,256,086.00	5,607,288.00	347	7,833,248.00	349
TOTAL					100,942,302.00	365	TOTAL			91,262,479.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		46,989,614.00
12. Less: Teacher and Instructional Aide Salaries and		

Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	122,983.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.	159,759.00	396
14. TOTAL SALARIES AND BENEFITS.	46,829,855.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.51	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')	0	

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)55	
2. Percentage spent by this district (Part II, Line 15)51	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)04	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	91,262,479.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	3,367,585.48	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Reductions include donations, Medi-cal, Restricted Lottery.

Budget, July 1
Schedule of Long-Term Liabilities
DEBT - Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	162,170,667.00		162,170,667.00			162,170,667.00	8,236,023.00
State School Building Loans Payable		0.00	0.00			0.00	
Certificates of Participation Payable	860,000.00		860,000.00			860,000.00	140,000.00
Leases Payable		0.00	0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	84,781,000.00	4,905,000.00	89,686,000.00			89,686,000.00	
Total/Net OPEB Liability	18,582,120.00		18,582,120.00			18,582,120.00	
Compensated Absences Payable	143,352.85		143,352.85			143,352.85	143,352.85
Governmental activities long-term liabilities	266,537,139.85	4,905,000.00	271,442,139.85	0.00	0.00	271,442,139.85	8,519,375.85
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	120,990,682.90
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	16,360,145.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,500.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	771,824.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	4,500.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	431,060.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	246,844.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,455,728.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	455,382.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				103,630,191.90
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				5,725.49
B. Expenditures per ADA (Line I.E divided by Line II.A)				18,099.79

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	83,990,108.63	13,583.82
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	83,990,108.63	13,583.82
B. Required effort (Line A.2 times 90%)	75,591,097.77	12,225.44
C. Current year expenditures (Line I.E and Line II.B)	103,630,191.90	18,099.79
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
-	0.00	0.00
-	0.00	0.00
-	0.00	0.00
-	0.00	0.00
-	0.00	0.00
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)

(Functions 7200-7700, goals 0000 and 9000)

3,554,314.00

2. Contracted general administrative positions not paid through payroll

a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.

b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)

(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)

80,959,927.90

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)

4.39%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.

Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	3,955,064.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,594,903.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	59,500.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	542,530.16
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	6,151,997.16
9. Carry-Forward Adjustment (Part IV, Line F)	(1,006,895.24)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	5,145,101.92

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	69,667,932.68
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	13,358,804.22
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	11,529,880.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,884,799.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	1,500.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	389,683.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,174,979.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	828,451.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	38,827.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	11,815,787.84
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	22,000.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,939,408.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	112,652,051.74

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

5.46%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)

4.57%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)

6,151,997.16

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

749,281.63

2. Carry-forward adjustment amount deferred from prior year(s), if any

0.00

C. Carry-forward adjustment for under- or over-recovery in the current year

1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.02%) times Part III, Line B19); zero if negative

0.00

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.02%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.02%) times Part III, Line B19); zero if positive

(1,006,895.24)

D. Preliminary carry-forward adjustment (Line C1 or C2)

(1,006,895.24)

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:

4.57%

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-503447.62) is applied to the current year calculation and the remainder (\$-503447.62) is deferred to one or more future years:

5.01%

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-335631.75) is applied to the current year calculation and the remainder (\$-671263.49) is deferred to one or more future years:

5.16%

LEA request for Option 1, Option 2, or Option 3

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if

Option 2 or Option 3 is selected)

(1,006,895.24)

Approved
indirect
cost rate: 7.02%

Highest
rate used
in any
program: 7.02%

Note: In one or
more resources,
the rate used is
greater than the
approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	578,931.00	40,641.00	7.02%
01	3010	1,423,417.00	99,924.00	7.02%
01	3210	202,981.00	14,244.00	7.02%
01	3215	97,112.00	6,674.00	6.87%
01	3310	3,694,280.00	259,339.00	7.02%
01	3327	104,374.00	7,327.00	7.02%
01	3410	156,421.00	9,974.00	6.38%
01	3550	67,698.00	3,384.00	5.00%
01	4035	177,705.00	12,475.00	7.02%
01	4127	171,348.00	12,029.00	7.02%
01	4203	251,883.00	5,038.00	2.00%
01	6010	283,602.00	14,180.00	5.00%
01	6053	186,038.00	10,977.00	5.90%
01	6266	1,089,751.00	76,500.00	7.02%
01	6387	684,775.00	27,536.00	4.02%
01	6500	11,704,688.00	821,669.00	7.02%
01	6520	206,303.00	14,482.00	7.02%
01	6536	106,476.00	7,474.00	7.02%
01	6537	465,449.00	32,674.00	7.02%
01	6546	351,679.00	24,687.00	7.02%
01	7412	310,779.00	21,817.00	7.02%
01	7413	116,510.00	8,179.00	7.02%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	7,152.00		356,324.00	363,476.00
2. State Lottery Revenue	8560	1,023,619.00		400,261.00	1,423,880.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted					
Resources (Total must be zero)	8980	0.00			0.00
6. Total Available					
(Sum Lines A1 through A5)		1,030,771.00	0.00	756,585.00	1,787,356.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	759,833.00		0.00	759,833.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	263,786.00		0.00	263,786.00
4. Books and Supplies	4000-4999	0.00		670,696.00	670,696.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			1,348.00	1,348.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			84,541.00	84,541.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221,7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213,7223,7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses					
(Sum Lines B1 through B11)		1,023,619.00	0.00	756,585.00	1,780,204.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	7,152.00	0.00	0.00	7,152.00
D. COMMENTS:					
Objects 5xxx are for online curriculum and web based classroom for science, math, and online books.					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
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Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only . Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	78,144,114.00	3.56%	80,928,801.00	2.28%	82,774,098.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,232,710.00	0.00%	1,232,710.00	0.00%	1,232,710.00
4. Other Local Revenues	8600-8799	6,943,674.00	-3.90%	6,672,943.00	-0.49%	6,640,375.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,500,000.00	0.00%	2,500,000.00	0.00%	2,500,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(20,221,721.00)	5.98%	(21,431,729.00)	2.22%	(21,907,907.00)
6. Total (Sum lines A1 thru A5c)		68,598,777.00	1.90%	69,902,725.00	1.91%	71,239,276.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				30,233,681.00		30,674,135.00
b. Step & Column Adjustment				440,454.00		452,819.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	30,233,681.00	1.46%	30,674,135.00	1.48%	31,126,954.00
2. Classified Salaries						
a. Base Salaries				10,517,992.00		10,715,113.00
b. Step & Column Adjustment				197,121.00		201,063.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,517,992.00	1.87%	10,715,113.00	1.88%	10,916,176.00
3. Employee Benefits	3000-3999	18,109,125.00	4.91%	18,997,838.00	4.09%	19,775,253.00
4. Books and Supplies	4000-4999	2,776,334.00	0.00%	2,776,334.00	0.00%	2,776,334.00
5. Services and Other Operating Expenditures	5000-5999	7,268,955.00	-0.75%	7,214,426.00	2.10%	7,366,107.00
6. Capital Outlay	6000-6999	168,946.00	0.00%	168,946.00	0.00%	168,946.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	25,362.00	0.00%	25,362.00	0.00%	25,362.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,087,801.00)	2.55%	(1,115,540.00)	2.55%	(1,143,986.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	650,696.00	0.00%	650,696.00	0.00%	650,696.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		68,663,290.00	2.10%	70,107,310.00	2.22%	71,661,842.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(64,513.00)		(204,585.00)		(422,566.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		20,493,320.10		20,428,807.10		20,224,222.10
2. Ending Fund Balance (Sum lines C and D1)		20,428,807.10		20,224,222.10		19,801,656.10
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	59,583.73		59,584.00		59,584.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	5,499,159.00		6,118,878.00		5,696,312.00
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,083,631.00		3,041,199.00		3,102,119.00
2. Unassigned/Unappropriated	9790	11,786,433.37		11,004,561.10		10,943,641.10
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		20,428,807.10		20,224,222.10		19,801,656.10
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,083,631.00		3,041,199.00		3,102,119.00
c. Unassigned/Unappropriated	9790	11,786,433.37		11,004,561.10		10,943,641.10
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		14,870,064.37		14,045,760.10		14,045,760.10
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	6,864,309.00	-50.30%	3,411,317.00	0.00%	3,411,317.00
3. Other State Revenues	8300-8599	6,353,495.00	-11.75%	5,607,184.00	0.00%	5,607,184.00
4. Other Local Revenues	8600-8799	817,223.00	0.00%	817,223.00	0.00%	817,223.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	20,221,721.00	5.98%	21,431,729.00	2.22%	21,907,907.00
6. Total (Sum lines A1 thru A5c)		34,256,748.00	-8.73%	31,267,453.00	1.52%	31,743,631.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,948,977.00		7,877,445.00
b. Step & Column Adjustment				134,235.00		118,118.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,205,767.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,948,977.00	-11.97%	7,877,445.00	1.50%	7,995,563.00
2. Classified Salaries						
a. Base Salaries				4,981,860.00		3,966,704.00
b. Step & Column Adjustment				99,637.00		79,190.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,114,793.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,981,860.00	-20.38%	3,966,704.00	2.00%	4,045,894.00
3. Employee Benefits	3000-3999	10,924,732.00	-6.14%	10,253,466.00	2.44%	10,503,828.00
4. Books and Supplies	4000-4999	1,773,341.00	-7.23%	1,645,126.00	0.00%	1,645,126.00
5. Services and Other Operating Expenditures	5000-5999	6,171,581.00	0.00%	6,171,581.00	0.00%	6,171,581.00
6. Capital Outlay	6000-6999	236,131.00	0.00%	236,131.00	0.00%	236,131.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,087,801.00	2.55%	1,115,540.00	2.55%	1,143,986.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		34,124,423.00	-8.38%	31,265,993.00	1.52%	31,742,109.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		132,325.00		1,460.00		1,522.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		792,445.00		924,770.00		926,230.00
2. Ending Fund Balance (Sum lines C and D1)		924,770.00		926,230.00		927,752.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	924,770.00		926,230.00		927,752.00
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		924,770.00		926,230.00		927,752.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
Lines B1d and b2d are backing out one-time funds for ESSER II, ESSER III, In-Person Instruction and expanded Learning Opportunities funding and matching expenses.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	78,144,114.00	3.56%	80,928,801.00	2.28%	82,774,098.00
2. Federal Revenues	8100-8299	6,864,309.00	-50.30%	3,411,317.00	0.00%	3,411,317.00
3. Other State Revenues	8300-8599	7,586,205.00	-9.84%	6,839,894.00	0.00%	6,839,894.00
4. Other Local Revenues	8600-8799	7,760,897.00	-3.49%	7,490,166.00	-0.43%	7,457,598.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,500,000.00	0.00%	2,500,000.00	0.00%	2,500,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		102,855,525.00	-1.64%	101,170,178.00	1.79%	102,982,907.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				39,182,658.00		38,551,580.00
b. Step & Column Adjustment				574,689.00		570,937.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,205,767.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	39,182,658.00	-1.61%	38,551,580.00	1.48%	39,122,517.00
2. Classified Salaries						
a. Base Salaries				15,499,852.00		14,681,817.00
b. Step & Column Adjustment				296,758.00		280,253.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,114,793.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	15,499,852.00	-5.28%	14,681,817.00	1.91%	14,962,070.00
3. Employee Benefits	3000-3999	29,033,857.00	0.75%	29,251,304.00	3.51%	30,279,081.00
4. Books and Supplies	4000-4999	4,549,675.00	-2.82%	4,421,460.00	0.00%	4,421,460.00
5. Services and Other Operating Expenditures	5000-5999	13,440,536.00	-0.41%	13,386,007.00	1.13%	13,537,688.00
6. Capital Outlay	6000-6999	405,077.00	0.00%	405,077.00	0.00%	405,077.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	25,362.00	0.00%	25,362.00	0.00%	25,362.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	650,696.00	0.00%	650,696.00	0.00%	650,696.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		102,787,713.00	-1.38%	101,373,303.00	2.00%	103,403,951.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		67,812.00		(203,125.00)		(421,044.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		21,285,765.10		21,353,577.10		21,150,452.10
2. Ending Fund Balance (Sum lines C and D1)		21,353,577.10		21,150,452.10		20,729,408.10
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	59,583.73		59,584.00		59,584.00
b. Restricted	9740	924,770.00		926,230.00		927,752.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	5,499,159.00		6,118,878.00		5,696,312.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	3,083,631.00		3,041,199.00		3,102,119.00
2. Unassigned/Unappropriated	9790	11,786,433.37		11,004,561.10		10,943,641.10
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		21,353,577.10		21,150,452.10		20,729,408.10
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,083,631.00		3,041,199.00		3,102,119.00
c. Unassigned/Unappropriated	9790	11,786,433.37		11,004,561.10		10,943,641.10
d. Negative Restricted Ending Balances						
(Negative resources 2000- 9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		14,870,064.37		14,045,760.10		14,045,760.10
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		14.47%		13.86%		13.58%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		5,671.62		5,619.38		5,508.39
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		102,787,713.00		101,373,303.00		103,403,951.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		102,787,713.00		101,373,303.00		103,403,951.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		3,083,631.39		3,041,199.09		3,102,118.53
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		3,083,631.39		3,041,199.09		3,102,118.53
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Current LEA:	44-40261-0000000 Santa Cruz City Elementary/High	
Selected SELPA:	SC	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		
ID	SELPA-TITLE	DATE APPROVED
SC	North Santa Cruz County	(from Form SEA)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					2,500,000.00	431,060.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					431,060.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	2,808,590.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					308,590.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	3,239,650.00	3,239,650.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					2,500,000.00	650,696.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					650,696.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	2,656,693.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					156,693.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE- PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS- THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	3,307,389.00	3,307,389.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

5,671.62

District's ADA Standard Percentage Level:

1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year		Original Budget	Estimated/Unaudited	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
		Funded ADA (Form A, Lines A4 and C4)	Funded ADA (Form A, Lines A4 and C4)		
Third Prior Year (2019-20)	District Regular	6,115	6,133		
	Charter School	0			
	Total ADA	6,115	6,133	N/A	Met
Second Prior Year (2020-21)	District Regular	6,114	6,142		
	Charter School	0			
	Total ADA	6,114	6,142	N/A	Met
First Prior Year (2021-22)	District Regular	6,168	6,186		
	Charter School		0		
	Total ADA	6,168	6,186	N/A	Met
Budget Year (2022-23)	District Regular	6,008			
	Charter School	0			
	Total ADA	6,008			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

5,671.6

District's Enrollment Standard Percentage Level:

1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)				
District Regular	6,301	6,411		
Charter School				
Total Enrollment	6,301	6,411	N/A	Met
Second Prior Year (2020-21)				
District Regular	6,314	6,189		
Charter School				
Total Enrollment	6,314	6,189	2.0%	Not Met
First Prior Year (2021-22)				
District Regular	6,153	6,160		
Charter School				
Total Enrollment	6,153	6,160	N/A	Met

Budget Year (2022-23)	
District Regular	6,120
Charter School	
Total Enrollment	6,120

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

The enrollment was overstated in the second prior year due to loss of students from the COVID-19 Pandemic.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	6,078	6,411	94.8%
	Charter School		0	
	Total ADA/Enrollment	6,078	6,411	
Second Prior Year (2020-21)	District Regular	5,865	6,189	94.8%
	Charter School	0		
	Total ADA/Enrollment	5,865	6,189	
First Prior Year (2021-22)	District Regular	5,679	6,160	92.2%
	Charter School			
	Total ADA/Enrollment	5,679	6,160	
Historical Average Ratio:				93.9%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 94.4%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		Budget (Form A, Lines A4 and C4)	Budget/Projected (Criterion 2, Item 2A)		
Budget Year (2022-23)	District Regular	5,672	6,120	92.7%	Met
	Charter School	0			
	Total ADA/Enrollment	5,672	6,120		
1st Subsequent Year (2023-24)	District Regular	5,630	6,075	92.7%	Met
	Charter School				
	Total ADA/Enrollment	5,630	6,075		
2nd Subsequent Year (2024-25)	District Regular	5,519	5,955	92.7%	Met
	Charter School				
	Total ADA/Enrollment	5,519	5,955		

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
Basic Aid
Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Step 1 - Change in Population				
a. ADA (Funded)				
(Form A, lines A6 and C4)	6,232.84	6,054.24	5,867.27	5,811.40
b. Prior Year ADA (Funded)		6,232.84	6,054.24	5,867.27
c. Difference (Step 1a minus Step 1b)		(178.60)	(186.97)	(55.87)
d. Percent Change Due to Population				
(Step 1c divided by Step 1b)		(2.87%)	(3.09%)	(.95%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		75,123,476.00	78,144,114.00	80,928,801.00
b1. COLA percentage		6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)		4,928,100.03	4,204,153.33	3,253,337.80
c. Percent Change Due to Funding Level				
(Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level				
(Step 1d plus Step 2c)		3.7%	2.3%	3.1%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.69% to 4.69%	1.29% to 3.29%	2.07% to 4.07%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	63,182,060.00	65,709,342.00	68,337,716.00	71,071,224.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	78,976,575.00	82,221,049.00	85,271,015.00	87,402,600.00
District's Projected Change in LCFF Revenue:		4.11%	3.71%	2.50%
LCFF Revenue Standard		2.69% to 4.69%	1.29% to 3.29%	2.07% to 4.07%
Status:		Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

We are expecting a 4% increase in Property taxes in all three years. We are expected to receive a 6.56% COLA in FY 2022-23, 5.38% COLA in 2023-24, and 4.02% COLA in 2024-25. Our Elementary District is not LCFF Revenue but is Basic Aid District.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	55,653,369.08	62,562,404.62	89.0%
Second Prior Year (2020-21)	53,109,863.26	58,555,665.79	90.7%
First Prior Year (2021-22)	57,120,409.90	67,687,676.90	84.4%
Historical Average Ratio:			88.0%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	85.0% to 91.0%	85.0% to 91.0%	85.0% to 91.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
Budget Year (2022-23)	58,860,798.00	68,012,594.00	86.5%	Met
1st Subsequent Year (2023-24)	60,387,086.00	69,456,614.00	86.9%	Met
2nd Subsequent Year (2024-25)	61,818,383.00	71,011,146.00	87.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.69%	2.29%	3.07%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.31% to 13.69%	-7.71% to 12.29%	-6.93% to 13.07%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.31% to 8.69%	-2.71% to 7.29%	-1.93% to 8.07%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent

years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	14,124,941.00		
Budget Year (2022-23)	6,864,309.00	(51.40%)	Yes
1st Subsequent Year (2023-24)	3,411,317.00	(50.30%)	Yes

2nd Subsequent Year (2024-25)

3,411,317.00	0.00%	No
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Explanation:

(required if Yes)

the majority of this is Due to spending down the one-time LLMF funds in FY 2021-22, ESSER II-\$1,709,132, ESSER III-\$5,490,528, GEER-\$103,786, ESSER II-ELO-\$657,789, GEER II-ELO-\$116,963, ESSER III-ELO-\$428,486, ESSER III-State Reserves ELO-\$701,404. In FY 2022-23 we are planning on using ESSER II-\$781,079, ESSER III-\$2,600,687, GEER II-ELO-\$33,980 and ESSER III-State Reserves ELO-\$37,246.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

12,906,750.00		
7,586,205.00	(41.22%)	Yes
6,839,894.00	(9.84%)	Yes
6,839,894.00	0.00%	No

Explanation:

(required if Yes)

In FY 2021-22 we had \$2,254,975 for In-Person Instruction, \$619,572 for ELOP, \$197,015 for UTK Planning, \$1,166,251 for Educator Effectiveness, \$113,950 for Special Ed Dispute, and \$512,778 for Special Ed Learning Recovery. In FY 2022-23 we are planning on using \$55,709 for In-person Instruction, \$206,419 for Strong Workforce, \$64,392 for SpEd Learning Recovery, and \$174,417 for STRS On-behalf.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

9,326,189.00		
7,760,897.00	(16.78%)	Yes
7,490,166.00	(3.49%)	Yes
7,457,598.00	(.43%)	No

Explanation:

(required if Yes)

The change from 2021-22 to 2022-23 we did not budget for donations of \$1,416,421 and \$240,000 for CDPH-Testing Funds. The change from FY 2022-23 to 2023-24 is \$238,000 for CTE MOU's.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

18,604,680.00		
4,549,675.00	(75.55%)	Yes
4,421,460.00	(2.82%)	Yes
4,421,460.00	0.00%	No

Explanation:

(required if Yes)

The decrease in 2022-23 is due to donation funds that match local revenue along with one-time funds in both federal and State. In FY 2023-24 is due to the removal of one-time LLMF Funds spent in 2022-23 for ESSER II and In-Person Instruction.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

15,736,885.00		
13,440,536.00	(14.59%)	Yes
13,386,007.00	(.41%)	No
13,537,688.00	1.13%	No

Explanation:

(required if Yes)

The decrease in FY 2022-23 is due to donation funds, LLMF funds, Special Ed Dispute, Special Ed Learning Recovery, as well as carry over funds for other restricted programs.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change		Status
		Over Previous Year		
Total Federal, Other State, and Other Local Revenue (Criterion 6B)				
First Prior Year (2021-22)	36,357,880.00			
Budget Year (2022-23)	22,211,411.00	(38.91%)		Not Met
1st Subsequent Year (2023-24)	17,741,377.00	(20.12%)		Not Met
2nd Subsequent Year (2024-25)	17,708,809.00	(.18%)		Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)				
First Prior Year (2021-22)	34,341,565.00			
Budget Year (2022-23)	17,990,211.00	(47.61%)		Not Met
1st Subsequent Year (2023-24)	17,807,467.00	(1.02%)		Met
2nd Subsequent Year (2024-25)	17,959,148.00	.85%		Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

the majority of this is Due to spending down the one-time LLMF funds in FY 2021-22, ESSER II-\$1,709,132, ESSER III-\$5,490,528, GEER-\$103,786, ESSER II-ELO-\$657,789, GEER II-ELO-\$116,963, ESSER III-ELO-\$428,486, ESSER III-State Reserves ELO-\$701,404. In FY 2022-23 we are planning on using ESSER II-\$781,079, ESSER III-\$2,600,687, GEER II-ELO-\$33,980 and ESSER III-State Reserves ELO-\$37,246.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

In FY 2021-22 we had \$2,254,975 for In-Person Instruction, \$619,572 for ELOP, \$197,015 for UTK Planning, \$1,166,251 for Educator Effectiveness, \$113,950 for Special Ed Dispute, and \$512,778 for Special Ed Learning Recovery. In FY 2022-23 we are planning on using \$55,709 for In-person Instruction, \$206,419 for Strong Workforce, \$64,392 for SpEd Learning Recovery, and \$174,417 for STRS On-behalf.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

The change from 2021-22 to 2022-23 we did not budget for donations of \$1,416,421 and \$240,000 for CDPH-Testing Funds. The change from FY 2022-23 to 2023-24 is \$238,000 for CTE MOU's.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies

The decrease in 2022-23 is due to donation funds that match local revenue along with one-time funds in both federal and State. In FY 2023-24 is due to the removal of one-time LLMF Funds spent in 2022-23 for ESSER II and In-Person Instruction.

(linked from 6B
if NOT met)

Explanation:
Services and Other Exps

(linked from 6B
if NOT met)

The decrease in FY 2022-23 is due to donation funds, LLMF funds, Special Ed Dispute, Special Ed Learning Recovery , as well as carry over funds for other restricted programs.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

94,979,167.00

- b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required

Budgeted Contribution¹

Minimum
Contribution

to the Ongoing and Major

(Line 2c times 3%)

Maintenance Account

Status

- c. Net Budgeted Expenditures and Other Financing Uses

94,979,167.00

2,849,375.01

2,903,377.00

Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	2,785,069.27	2,765,952.94	3,629,721.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	6,367,491.81	8,276,951.11	13,277,180.37
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(498,366.45)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	8,654,194.63	11,042,904.05	16,906,901.37
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	92,835,642.42	92,198,431.42	120,990,682.90
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	92,835,642.42	92,198,431.42	120,990,682.90
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	9.3%	12.0%	14.0%

District's Deficit Spending Standard Percentage Levels

(Line 3 times 1/3):

3.1%	4.0%	4.7%
------	------	------

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	1,607,273.79	62,969,306.77	N/A	Met
Second Prior Year (2020-21)	7,574,969.71	58,555,863.88	N/A	Met
First Prior Year (2021-22)	(3,208,558.90)	68,118,736.90	4.7%	Not Met
Budget Year (2022-23) (Information only)	(64,513.00)	68,663,290.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ²		Beginning Fund Balance	
	(Form 01, Line F1e, Unrestricted Column)		Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2019-20)	13,790,765.22	14,519,636.47	N/A	Met
Second Prior Year (2020-21)	14,915,568.47	16,126,910.26	N/A	Met
First Prior Year (2021-22)	17,159,928.26	23,701,879.00	N/A	Met
Budget Year (2022-23) (Information only)	20,493,320.10			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$75,000 (greater of)	0 to 300
4% or \$75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4.	5,672	5,619	5,508
Subsequent Years, Form MYP, Line F2, if available.)			
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1.	Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes
2.	If you are the SELPA AU and are excluding special education pass-through funds:	
	a. Enter the name(s) of the SELPA(s):	

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
b. Special Education Pass-through Funds			
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Expenditures and Other Financing Uses			
(Fund 01, objects 1000-7999) (Form MYP, Line B11)	102,787,713.00	101,373,303.00	103,403,951.00
2. Plus: Special Education Pass-through			

	(Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	102,787,713.00	101,373,303.00	103,403,951.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	3,083,631.39	3,041,199.09	3,102,118.53
6.	Reserve Standard - by Amount (\$75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	3,083,631.39	3,041,199.09	3,102,118.53

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	3,083,631.00	3,041,199.00	3,102,119.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	11,786,433.37	11,004,561.10	10,943,641.10
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	14,870,064.37	14,045,760.10	14,045,760.10
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	14.47%	13.86%	13.58%
District's Reserve Standard (Section 10B, Line 7):		3,083,631.39	3,041,199.09	3,102,118.53
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

Yes

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

We are using our one-time Learning Loss Mitigation funds to support our intervention programs and address learning loss from the different funds that cross fiscal years. When one resource ends we will start using the next resource in the secondary year and then the final resource in our third year funds are available.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or
-\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
---------------------------	------------	------------------	----------------	--------

1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)

First Prior Year (2021-22)	(20,782,226.00)			
Budget Year (2022-23)	(20,221,721.00)	(560,505.00)	(2.7%)	Met
1st Subsequent Year (2023-24)	(21,431,729.00)	1,210,008.00	6.0%	Met
2nd Subsequent Year (2024-25)	(21,907,907.00)	476,178.00	2.2%	Met

1b. Transfers In, General Fund *

First Prior Year (2021-22)	2,500,000.00			
Budget Year (2022-23)	2,500,000.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	2,500,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	2,500,000.00	0.00	0.0%	Met

1c. Transfers Out, General Fund *

First Prior Year (2021-22)	431,060.00			
Budget Year (2022-23)	650,696.00	219,636.00	51.0%	Not Met
1st Subsequent Year (2023-24)	650,696.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	650,696.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

In FY 2022-23 we are having to increase our contribution to the Cafeteria fund due to increased costs in food and paper products to serve/Feed two Meals to any student who asks.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022-23
Leases	10	RDA Passthrough	Fund 40 Objects 7438/7439	6,685,628
Certificates of Participation	5	RDA Passthrough	Fund 56 Objects 7438/7439	720,000
General Obligation Bonds	Multiple	Property Taxes	Fund 51 Objects 7438/7439	153,934,643
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

TOTAL:				161,340,271

System Version: SACS V1
Form Version: 2
Form Last Revised: 5/27/2022 3:02:15 AM -07:00
Submission Number: D8BSASGJST

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

a. Total OPEB liability	20,439,490.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	20,439,490.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jun 30, 2021

	Budget Year	1st Subsequent Year	2nd Subsequent Year
5. OPEB Contributions	(2022-23)	(2023-24)	(2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement			
Method	2,394,122.00	2,394,122.00	2,394,122.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	750,298.00	801,246.00	855,761.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	657,604.00	580,906.00	594,575.00
d. Number of retirees receiving OPEB benefits	54.00	54.00	54.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1	Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)	No
---	--	----

2	Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:
---	--

3.	Self-Insurance Liabilities	
	a. Accrued liability for self-insurance programs	
	b. Unfunded liability for self-insurance programs	

	Budget Year	1st Subsequent Year	2nd Subsequent Year
4. Self-Insurance Contributions	(2022-23)	(2023-24)	(2024-25)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	404.30	394.397	394.397	394.397

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:										
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?										
	If Yes, date of Superintendent and CBO certification:										
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?										
	If Yes, date of budget revision board adoption:										
4.	Period covered by the agreement:	<div> <div>Begin Date:</div> <div></div> <div>End Date:</div> <div></div> </div>									
5.	Salary settlement:	<table> <tr> <th>Budget Year</th> <th>1st Subsequent Year</th> <th>2nd Subsequent Year</th> </tr> <tr> <th>(2022-23)</th> <th>(2023-24)</th> <th>(2024-25)</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Budget Year	1st Subsequent Year	2nd Subsequent Year	(2022-23)	(2023-24)	(2024-25)			
Budget Year	1st Subsequent Year	2nd Subsequent Year									
(2022-23)	(2023-24)	(2024-25)									
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?										

One Year Agreement

Total cost of salary settlement
% change in salary schedule
from prior year

or

Multiyear Agreement

Total cost of salary settlement
% change in salary schedule
from prior year (may enter text,
such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

421,976

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
3,716,762	4,014,103	4,335,231
4.0%	8.0%	8.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

--

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
502,965	499,759	507,255
1.5%	1.5%	1.5%

Budget Year	1st Subsequent Year	2nd Subsequent Year
-------------	---------------------	---------------------

Certificated (Non-management) Attrition (layoffs and retirements)

		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of classified(non - management) FTE positions	270.60	281.282	281.282	281.282

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:			
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?			
	If Yes, date of Superintendent and CBO certification:			
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?			
	If Yes, date of budget revision board adoption:			
4.	Period covered by the agreement:	Begin Date: <table><tr><td></td></tr></table> End Date: <table><tr><td></td></tr></table>		

5.	Salary settlement:	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	181,660		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	5,757,900	6,218,532	6,716,015
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	4.8%	8.0%	8.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
--------------------------	----------------------------------	----------------------------------

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes
259,340	209,391	213,579
2.0%	2.0%	2.0%

Budget Year 1st Subsequent Year 2nd Subsequent Year

(2022-23) (2023-24) (2024-25)

**Classified (Non-management)
Attrition (layoffs and
retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	45.90	45.974	45.974	45.974

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2.	Salary settlement:	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	Total cost of salary settlement			
	% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits	78,876		
		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential

Health and Welfare (H&W)
Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	557,834	602,461	650,658
3.	Percent of H&W cost paid by employer	0.0%	0.0%	
4.	Percent projected change in H&W cost over prior year	4.0%	8.0%	8.0%

Management/Supervisor/Confidential

Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step and column adjustments	63,479	43,794	44,560
3.	Percent change in step & column over prior year	2.4%	1.6%	1.8%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1.	Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 15, 2022

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:

(optional)

A-3: The district is seeing declining enrollment in both Elementary and Secondary districts.

End of School District Budget Criteria and Standards Review

Santa Cruz City Schools
Multi Year Projection
2022-23 Preliminary Budget

		5.07% COLA			6.56% COLA Using SSC			5.38% COLA Using SSC			4.02% COLA Using SSC		
5/20/2022		2021/22			2022/23			2023/24			2024/25		
		Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total	Unrestricted	Projected Restricted	Total
Revenue													
LCFF Sources		75,123,476	0	75,123,476	78,144,114	0	78,144,114	80,928,801	0	80,928,801	82,774,098	0	82,774,098
Federal Revenue			14,124,941	14,124,941	0	6,864,309	6,864,309	0	3,411,317	3,411,317	0	3,411,317	3,411,317
State Revenue		1,321,470	11,585,280	12,906,750	1,232,710	6,353,496	7,586,206	1,232,710	5,607,184	6,839,894	1,232,710	5,607,184	6,839,894
Local Revenue		6,747,458	2,578,731	9,326,189	6,943,674	817,223	7,760,897	6,672,943	817,223	7,490,166	6,640,375	817,223	7,457,598
Total Revenue		83,192,404	28,288,952	111,481,356	86,320,498	14,035,028	100,355,526	88,834,454	9,835,724	98,670,178	90,647,183	9,835,724	100,482,907
Expenditures													
Certificated		30,420,799	11,682,710	42,103,509	30,233,681	8,948,977	39,182,658	30,674,135	7,877,445	38,551,580	31,126,954	7,995,563	39,122,517
Classified		10,039,117	5,536,278	15,575,395	10,517,992	4,981,860	15,499,852	10,715,113	3,966,704	14,681,817	10,916,176	4,045,894	14,962,070
Benefits		16,660,494	10,779,202	27,439,696	18,109,125	10,924,732	29,033,857	18,997,838	10,253,466	29,251,304	19,775,253	10,503,828	30,279,081
Books & Supplies		4,803,323	13,801,357	18,604,680	2,776,334	1,773,341	4,549,675	2,776,334	1,645,126	4,421,460	2,776,334	1,645,126	4,421,460
Services, Other Ops		6,982,008	8,754,877	15,736,885	7,268,955	6,171,581	13,440,536	7,214,426	6,171,581	13,386,007	7,366,107	6,171,581	13,537,688
Capital Outlay		287,798	786,298	1,074,096	168,946	236,131	405,077	168,946	236,131	405,077	168,946	236,131	405,077
Other Outgo		25,362	0	25,362	25,362	0	25,362	25,362	0	25,362	25,362	0	25,362
Direct/Indirect Support		(1,531,224)	1,531,224	0	(1,087,801)	1,087,801	0	(1,115,540)	1,115,540	0	(1,143,986)	1,143,986	0
Total Expenditures		67,687,677	52,871,946	120,559,623	68,012,594	34,124,423	102,137,017	69,456,614	31,265,993	100,722,607	71,011,146	31,742,109	102,753,255
Excess/Deficiency		15,504,727	(24,582,994)	(9,078,267)	18,307,904	(20,089,395)	(1,781,491)	19,377,840	(21,430,269)	(2,052,429)	19,636,037	(21,906,385)	(2,270,348)
Other Financing		0			0			0			0		
Transfers In		2,500,000	0	2,500,000	2,500,000	0	2,500,000	2,500,000	0	2,500,000	2,500,000	0	2,500,000
Transfers Out		431,060	0	431,060	650,696	0	650,696	650,696	0	650,696	650,696	0	650,696
Contributions To Restr.		(20,782,226)	20,782,226	0	(20,221,721)	20,221,721	0	(21,431,729)	21,431,729	0	(21,907,907)	21,907,907	0
Transfers/Contributions		(18,713,286)	20,782,226	2,068,940	(18,372,417)	20,221,721	1,849,304	(19,582,425)	21,431,729	1,849,304	(20,058,603)	21,907,907	1,849,304
		0	0	0	0	0	0	0	0	0	0	0	0
Net Inc/Dcr to Fund Balance		(3,208,559)	(3,800,768)	(7,009,327)	(64,513)	132,326	67,813	(204,585)	1,460	(203,125)	(422,566)	1,522	(421,044)
Beg Fund Balance		23,701,879	4,593,213	28,295,092	20,493,320	792,445	21,285,765	20,428,807	924,771	21,353,578	20,224,222	926,231	21,150,453
Audit Adjustments				0			0			0			0
Ending Fund Balance		20,493,320	792,445	21,285,765	20,428,807	924,771	21,353,578	20,224,222	926,231	21,150,453	19,801,656	927,753	20,729,409
Legally Restricted/Designated		59,584	792,445	852,029	59,584	924,771	984,355	59,584	926,231	985,815	59,584	927,753	987,337
Unrestricted Reserve:													
Future Employment Costs for 22-23		64,513		64,513	0		0	0		0	0		0
Future Employment Costs for 23-24		204,585		204,585	204,585		204,585	0		0	0		0
Future Employment Costs for 24-25		422,566		422,566	422,566		422,566	422,566		422,566	0		0
Future Employment Minimum Wage					200,000		200,000	200,000		200,000	200,000		200,000
LCFF Supplemental Balance		1,202,719		1,202,719	1,200,000		1,200,000	1,200,000		1,200,000	1,200,000		1,200,000
Social Emotional Counselors								750,000		750,000	750,000		750,000
Social Worker-Elementary					150,000		150,000	150,000		150,000	150,000		150,000
Chromebooks(1,000 yr 1, 600 for yr 2-4)		0		0	300,000		300,000	300,000		300,000	300,000		300,000
Hold for Repayment of 62.40 Charter ADA		632,452		632,452	632,452		632,452	0		0	0		0
Curriculum Master Plan				0	600,000		600,000	1,000,000		1,000,000	1,000,000		1,000,000
For TK Aides 4@7hrs for 22-23 & 8@7hrs for 23-24				0	289,556		289,556	596,312		596,312	596,312		596,312
E-rate				0	500,000		500,000	500,000		500,000	500,000		500,000
Post Employment Benefits		1,000,000		1,000,000	1,000,000		1,000,000	1,000,000		1,000,000	1,000,000		1,000,000
Reserve 3% Econ. Uncert.		3,629,720		3,629,720	3,083,631		3,083,631	3,041,199		3,041,199	3,102,119		3,102,119
Undesignated		13,277,181	0	13,277,181	11,786,433	0	11,786,433	11,004,561	0	11,004,561	10,943,641	0	10,943,641
% Unrestricted Reserve including 3% Econ. Uncert.		13.97%			14.47%			13.86%			13.58%		

SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Public Hearing: 2022-23 Budget

MEETING DATE: June 1, 2022

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The Board is required by AB 1200 to conduct a public hearing on the 2022-23 Santa Cruz City Schools Budget to allow for public comment prior to the Board approving the budget. The public hearing and adoption of the Budget will take place in Open Session at the Regular Meeting on June 1, 2022.

Notice of this hearing was published in the Santa Cruz Sentinel. The public notice was also sent to all school sites and indicated the availability of the 2022-23 budget in the Business Office.

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.

PUBLIC NOTICE

Notice of Availability for Public Inspection and Hearing

Beginning May 27th 2022 the proposed 2022-23 Budget of the
Santa Cruz City School District will be available for
Inspection by the public at: 133 Mission St., Ste. 100, Santa Cruz, CA, 95060

www.sccs.net

On June 1st 2022 at 6:30 p.m. The Governing Board
of the Santa Cruz City School District will hold a
public meeting on its 2022-23 Budget and its 2022-23 Local Control Accountability Plan
(LCAP) at the following location:

A link to all agendas, budgets and LCAP report will be available online at www.sccs.net.

Santa Cruz County Office of Education, Board Room

400 Encinal Street, Santa Cruz, CA, 95060

Any taxpayer directly affected by the 2022-23 Budget may appear before its Board of Trustees
and speak to the proposed Budget, the Local Control Accountability Plan (LCAP), or any item
therein.

By: Kris Munro, Superintendent

Secretary-Governing Board/Designee-Printed Name

Kris Munro

Secretary-Governing Board/Designee (Signature)

5/5/22
Date

Date of LCAP & Budget Adoption: June 15th, 2022

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Annual Declaration of Need for Fully Qualified Educators

MEETING DATE: June 1, 2022

FROM: Molly Parks, Assistant Superintendent of Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Adopt the annual Declaration of Need for Fully Qualified Educators as submitted. This comes on an annual basis as a California Commission on Teacher Credentialing (CCTC) requirement to allow for credentialing flexibility for both elementary and secondary schools. The estimated numbers needed listed here are not necessarily a determinant of current need but an educated guess to cover all areas of potential need.

BACKGROUND:

Beginning July 1, 1994, any public school district wishing to employ individuals on emergency permits or limited assignment permits must file a Declaration of Need with the CCTC on an annual basis. Under the guidelines established, this Declaration of Need must be presented to the Governing Board at a regularly scheduled public meeting of that Board and it may not be presented as part of a consent calendar.

It should be noted that the Estimated Number Needed (of emergency permits and limited assignment permits) refers to the number of emergency permits and limited assignment permits that may be applied for, not FTE. A properly credentialed teacher may agree to an assignment which requires a limited assignment permit as part of their full-time position (e.g.: 60% taught in a credentialed area and a 40% taught in an area requiring an emergency permit). This is not the District's preferred practice. SCCS will adhere to ESSA requirements as well as Williams' compliance, but in the rare circumstance that the above situation occurs, the District needs this flexibility as an option for compliance. Adoption of the attached Declaration of Need will allow us to continue to offer employment to those candidates we feel are the most qualified for the position. (Emergency credentials cannot be issued without substantial course work in the area of the credential.)

FISCAL IMPACT:

None

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.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Santa Cruz City Elementary District CDS Code: 69815

Name of County: Santa Cruz County CDS Code: 044

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/01/22 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Desiree Dominguez

Name

Signature

Human Resources Director

Title

831-429-3433

Fax Number

831-429-3410 x48231

Telephone Number

May 24, 2022

Date

133 Mission Street, Suite 100 Santa Cruz, CA 95060

Mailing Address

ddominguez@sccs.net

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>4</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>2</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>2</u>
Teacher Librarian Services	<u>2</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	2
Special Education	2
TOTAL	6

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 6

If yes, list each college or university with which you participate in an internship program.

CSU Monterey Bay, CSU East Bay, San Jose State University, Alliant
University, Brandman University and National University

If no, explain why you do not participate in an internship program.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Santa Cruz City Secondary District CDS Code: 69825

Name of County: Santa Cruz County CDS Code: 044

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 01 / 22 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Desiree Dominguez

Name

Signature

Human Resources Director

Title

831-429-3433

Fax Number

831-429-3410 x48231

Telephone Number

May 24, 2022

Date

133 Mission Street, Suite 100 Santa Cruz, CA 95060

Mailing Address

ddominguez@sccs.net

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>6</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>2</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>2</u>
Teacher Librarian Services	<u>2</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	26
Special Education	4
TOTAL	32

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Math	4
Art	4
Social Science	2
English	4
Foreign Language: Spanish	2
Physical Education	2
Health	2
Biology	2
Chemistry	2
Physics	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 6

If yes, list each college or university with which you participate in an internship program.

CSU Monterey Bay, CSU East Bay, San Jose State University, Alliant
University, Brandman University and National University

If no, explain why you do not participate in an internship program.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Resolution 36-21-22 Assembly Bill 361

MEETING DATE: June 1, 2022

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Approve the resolution in accordance with AB361, allowing the Board the option to implement remote meetings in the event it is necessary for health and safety.

BACKGROUND:

Consistent with Government code section 54953, on September 22, 2021, Santa Cruz City Schools Board of Education took action to continue virtual meetings, finding that meeting in person would present imminent risks to the health or safety of attendees.

At the June 1, 2022, meeting, the Board will discuss and consider adopting Resolution 36-21-22, to make a finding after reconsidering the state of the pandemic, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

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.

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

AGENDA ITEM: 8.5.4.1.



Assembly Bill 361

June 1, 2022



Assembly Bill 361

Effective September 16, 2021

If there is a proclaimed state of emergency, agencies can choose to continue virtual board meetings if:

- State or local officials have imposed or recommended social distancing

Or

- Meeting in person would present imminent risks to the health or safety of attendees due to the emergency

AB 361 modifications:

- Allows, but does not require, electronic meetings for local agencies
- Similar, but modified, requires from Executive Order N 29-20
- Agencies must reevaluate every 30 days if electronic meetings are appropriate
- Effective until 2024



Recommendation:

- Continue in-person Board meetings with a Zoom option for individuals who would prefer to attend remotely.
- Approve the resolution in accordance with AB361 to allow the Board to return to remote Board meetings if needed for health and safety.



**SANTA CRUZ COUNTY BOARD OF EDUCATION
RESOLUTION NO. 36-21-22 AUTHORIZING USE OF REMOTE
TELECONFERENCING PROVISIONS (AB 361)**

WHEREAS, the Governing Board of the Santa Cruz County Office of Education (“Board of Education”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Board of Education recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Board of Education to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Board of Education to conduct teleconferenced meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Board of Education hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, the Board of Education is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment.

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the Board of Education has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

BE IT FURTHER RESOLVED, that the actions taken by the Board of Education through this resolution apply to any and all District committees which are otherwise governed by the Brown Act.

BE IT FURTHER RESOLVED, the Board of Education authorizes the County Superintendent of Schools or their designee(s) to take all actions necessary to conduct Board of Education meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of June 1, 2022 through July 1, 2022, thirty (30) days from the adoption of this Resolution after which the Board of Education will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by the Santa Cruz County Board of Education on this 1st day of June 2022, by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

Signed, Board President

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Board Policies: First and/or Final Reading for CSBA Revisions & Updates

MEETING DATE: June 1, 2022

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Approve the revised/deleted/new policies as submitted for second and/or final reading and adoption.

BACKGROUND:

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. The Policy Guidesheet provides a basic overview of the policy changes.

This work is in direct support of the following district goals and its 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 gap the currently exists 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 partnerships with its diverse community.

CSBA POLICY GUIDE SHEET

March 2022

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to reflect **NEW LAW (SB 331, 2021)** which makes unlawful a district's use of a nondisparagement agreement or other document that would deny an employee the right to disclose information about unlawful acts in the workplace, in exchange for a raise or bonus, with respect to any complaint or claim that involves workplace harassment or discrimination, not just those relating to sexual harassment or sexual assault. Policy also updated to reflect **NEW LAW (SB 807, 2021)** that makes it an unlawful employment practice for an employer to fail to maintain certain records in accordance with law, particularly when a workplace discrimination or harassment complaint has been filed with the California Department of Fair Employment and Housing.

Board Policy 4141.6/4241.6 - Concerted Action/Work Stoppage

Policy updated to reflect **NEW LAW (AB 237, 2021)** which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law.

Board Policy 5111 - Admission

Policy updated to reflect the distinction between compulsory education for students starting at age six and the requirement for districts to offer and admit students who are eligible for transitional kindergarten, delete the requirement for district enrollment applications to include information about health care options as the law requiring such information has self-repealed, and clarify that a student's residence is a location within the district that may be verified as part of school admission requirements.

Board Policy 6173 - Education for Homeless Children

Policy updated to reflect **NEW LAW (AB 27, 2021)** which requires districts to ensure that each school within the district identifies all homeless children and unaccompanied youths and to create a web page or post on the district website a list of district liaisons for homeless students, contact information for such liaisons, and specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. Policy also updated to reflect **AB 27** requirement for districts that receive American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth funds to administer a housing questionnaire developed by the California Department of Education (CDE) to parents/guardians of all students and all unaccompanied youths and report to CDE the number of homeless children and unaccompanied youths enrolled in the district. In addition, policy updated to reflect **NEW LAW (SB 400, 2021)** which requires CDE to develop and implement a system to verify that districts are providing required training to district liaisons and other appropriate staff at least annually. Policy also updated for clarity and closer alignment with law.

Board Bylaw 9322 - Agenda/Meeting Materials

Bylaw updated to reflect **NEW LAW (SB 274, 2021)** which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw also updated to include a focus on student well-being in the philosophical statement, add a provision for each agenda to include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian be excluded from the meeting minutes as required by law, and to make other clarifying changes.

Policy 4030: Nondiscrimination In Employment

Status: ADOPTED

Original Adopted Date: 05/01/2016 | **Last Revised Date:** 03/01/2022 | **Last Reviewed Date:** 03/01/2019

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, **veteran or military** status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that **the district is required to do so in order** to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. **Hiring**, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the **employee's** work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. **Requiring** medical or psychological examination of a job applicant or **making** an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee

who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, **reports an incident**, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release **of** the employee's **claim or** right to file a claim against the district or a **nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing** information about harassment, **discrimination**, or other unlawful **acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful**. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other **prohibited** conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Policy 4141.6 / 4241.6: Concerted Action/Work Stoppage

Status: ADOPTED

Original Adopted Date: 12/01/1989 | **Last Revised Date:** 03/01/2022 | **Last Reviewed Date:** 03/01/2007

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that **prevents disruption to** school operations **and minimizes** impact **on** student achievement.

The Board recognizes that advance planning is necessary to ensure that, **in the event of a work stoppage, strike, or other concerted employee activity**, students **continue to** receive **educational services** to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, **other district** employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

Policy 5111: Admission

Status: ADOPTED

Original Adopted Date: 04/01/2015 | **Last Revised Date:** 03/01/2022 | **Last Reviewed Date:** 05/01/2018

The Governing Board encourages the enrollment and appropriate placement of all children **who are eligible for enrollment** in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

Verification of Admission Eligibility

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, **residence within the district**, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student **or the student's** family members. (Education Code 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or **the student's** parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or **an** inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 03/01/2022 | **Last Reviewed Date:** 10/01/2016

The Governing Board ***believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring*** that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for ***such students*** to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee ***shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address*** identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison ***for homeless students*** shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee ***shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)***

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on ***the identification of and outcomes for homeless students***, which may include, but are not limited to, ***the housing questionnaire responses***, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to ***more effectively identify and*** support the education of homeless students.

Bylaw 9322: Agenda/Meeting Materials

Status: ADOPTED

Original Adopted Date: 03/01/2008 | **Last Revised Date:** 03/01/2022 | **Last Reviewed Date:** 12/01/2018

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning **and well-being**.

Each agenda shall state the meeting time and **location** and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting **by** a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, **before or during the committee's consideration of the item**, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request **for** disability-related accommodations or modifications, including auxiliary aids and services, **may be made by an individual who requires accommodations or modifications** in order to participate in the Board meeting. (Government Code 54954.2)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president, **vice president**, and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the

Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, **and if so, respond accordingly.**

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item **unless such item** has been previously considered **at an open meeting of a committee comprised exclusively of Board members.** (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (**PRA**) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the **PRA**. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)
