

**SANTA CRUZ CITY SCHOOLS DISTRICT
 REGULAR MEETING FOR THE ELEMENTARY
 AND SECONDARY DISTRICTS
 WEDNESDAY, APRIL 12, 2023
 OPEN SESSION BEGINS AT 6:30 P.M.
 ZOOM REMOTE BOARD MEETING**

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

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

Meeting Password: SCCS

If a member of the community would like to make public comment on a closed session item, please join Zoom. Public comment will begin promptly at 5:30 p.m.

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POSTED

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LOCATION:

EMPLOYEE:

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AGENDA

Item	Purpose / Support
Agenda (Estimated Time)	
1. Convene Closed Session	5:30 p.m.
1.1 Roll Call	
1.2 Teleconference Notice	
1.3 AB 2449 Remote Attendance	
1.4 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 Student Expulsion #08-22-23	
2.2 Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments	<i>Information for possible action.</i>
2.3 Public Employee Discipline/Dismissal/Release/Complaint (Govt. Code Section 54957)	<i>Information for possible action.</i>
2.4 Conference with Labor Negotiators (Govt. Code Section 54957.6)	<i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the GSCFT.</i>

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2.5	Conference with Labor Negotiators (Govt. Code Section 54957.6) <i>SCCS Negotiator Parks will provide an update to and receive direction from Trustees regarding negotiations with the SCCCE.</i>
2.6	Public Employee Performance Evaluation (Govt. Code Section 54957) <i>Title: Superintendent</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
4.	Public Comments <i>For presentations of matters not on the Agenda. 3 minutes for individuals; 15 minutes per subject.</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.
5.	Superintendent's Report

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AGENDA

Item	<i>Purpose / Support</i>
5.1.	Superintendent's Report
5.2.	Student Trustees' Reports
6.	Board Members' Reports
6.1.	Board Members' Reports
6.2.	Board President's Report
7.	Approval of Minutes
7.1.	Meeting February 8, 2023
7.2	Meeting February 15, 2023
8.	General Public Business
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>
8.1.1.1	Third Quarter Williams Report

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Item	Purpose / Support
8.1.1.2	Overnight Field Trip: Soquel Jazz Choir Anaheim Heritage Music Festival
8.1.1.3	Out of State Travel Request
8.1.2.	Business Services
8.1.2.1	Purchase Orders, Bids & Quotes
8.1.2.2	Warrant Register
8.1.2.3	Green Schools Committee Report
8.1.2.4	Resolution 38-22-23: Establish the Anthony Brown Memorial Scholarship Fund
8.1.3.	Human Resources
8.1.3.1	Certificated Personnel Actions
8.1.3.2	Classified Personnel Actions
8.1.3.3	Overnight Field Trip: Santa Cruz High Baseball
8.1.4.	Governance/Superintendent
	<i>None.</i>

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Item	Purpose / Support
8.2. Consent Agenda: General Contracts & Agreements	
8.2.1. Educational Services	
8.2.1.1 Consultant Services Agreement: Lisa DuPont	
8.2.2 Business Services	
8.2.2.1 Belli Architectural Group, Inc.: Change Order 1: Harbor High School and Branciforte Middle School Emergency Gate Planning	
8.2.3 Human Resources	<i>None.</i>
8.2.4 Governance/Superintendent	<i>None.</i>
8.3 Consent Agenda: Bond Projects Contracts, Agreements, Proposals, Bids & Change Orders	
8.3.1 North American Technical Services: Change Order 1: Gault Elementary School New Classroom Building In-Plant Inspection Services	

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Item	Purpose / Support
8.3.2	Ross Recreation: Change Order 1: Bay View Elementary School Ball Wall
8.4	Report of Closed Session Actions
8.4.1	Report of Actions Taken in Closed Session
8.4.2	Vote on Student Expulsion #08-22-23
8.5	Items to Be Transacted and/or Discussed
8.5.1	Business Services
8.5.1.1	Staff Report: Wellness Committee Report <i>Staff will present the annual Wellness Committee Report</i>
8.5.1.2	New Business: Art & Music Discretionary Block Grant <i>Recommendation: Approve the Art & Music Discretionary Block Grant</i>
8.5.2	Educational Services
8.5.2.1	Staff Report: DELAC Annual Report <i>Staff will provide an annual report on DELAC.</i>
8.5.2.2	New Business: Curriculum Master Plan <i>Recommendation: Approve the Curriculum Master Plan</i>
8.5.3	Human Resources

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8.5.3.1 New Business: Resolution 36-22-23: Reduction in Particular Kinds of Service: Certificated	<i>Recommendation: Approve Resolution 36-22-23: Reduction in Particular Kinds of Service: Certificated</i>
8.5.4 Governance/Superintendent	
8.5.4.1 New Business: Resolution 37-22-23: Proclaiming May as Asian American & Pacific Islander Heritage Month	<i>Recommendation: Approve Resolution 37-22-23: Proclaiming May as Asian American & Pacific Islander Heritage Month</i>
8.5.4.2 Board Policies: First and/or Final Reading for CSBA Revisions & Updates	<i>Recommendation: Approve the revised policies for first and/or final reading.</i>
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.

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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:

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 número (831) 429-3410 x48220.

Board Meeting Information

1. The Regular Board Meeting on April 12, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Study Session on April 26, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on May 10, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Study Session on May 24, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on May 31, 2023, 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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AGENDA

6. The Regular Board Meeting on June 14, 2023, 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
February 8, 2023**

Convene Open Session

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

Attendance at Meeting

John Owen Patricia Threet Kevin Grossman Angela Meeker
Sheila Coonerty

Remote: Claudia Vestal Absent: Kyle Kelley

Student Board Representative, Lynda Otero Remote: Student Board Representative, Neveah Karraker Absent:
Student Board Representative, Eva Diop

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

Welcome and Format

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

3.3 Agenda Changes, Additions, or Deletions

A correction was made to the January 11 Minutes. Student Representative Otero attended remotely, not Student Representative Diop.

A correction was made to Agenda Item 8.1.3.1 Certificated Personnel Actions. The last line in Torey Pratt's description states, "Sarah has five years of teaching experience..." and has been corrected to read "Torey".

Agenda item 8.5.4.2 Board Policies for Second or Final Reading is being pulled to be brought back to the Board at a future meeting.

3.3.1 Teleconference Notice

Superintendent Munro announced for the record that this meeting is being conducted pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings. Board Member Vestal is

participating in this meeting by video call from 1813 Chanticleer Avenue, Santa Cruz, CA, 95062. In accordance with the Brown Act, this location has been identified on the agenda for this meeting.

PUBLIC COMMENTS

None

SUPERINTENDENT'S REPORT

Superintendent's Report

Superintendent Munro recounted to the board that Director Shannon Calden and elementary teachers visited the SEAL (Sobrante Early Academic Learning) School, which is specifically designed for English language learners. Ms. Munro thanked Health and Wellness Coordinator Rishi Laal for applying for recognition of the PBIS programs in Elementary Schools. Mr. Laal was also commended for collaborating with Ecology for Action on bicycle and pedestrian safety for students, working with the LGBTQ Task Force and holding Community Resiliency and Trauma Informed Practices meetings. Ms. Munro also thanked Director Julia Hodges for her work on the CTE committee. Ms. Munro concluded her report by sharing her excitement with the recent successful and engaging Parent Leader Dinner and thanked all the participants for their insightful questions and collaboration.

Student's Report

Student Board Representative Lynda Otero began her report by addressing the death that impacted the Soquel High community. Ms. Otero stated that it is always difficult to process tragedy, but that staff handled it gracefully through highlighting the support available from social emotional counselors. She gave special thanks to teachers who spoke of the tragedy during class, shared their experience and gave students time to silently process. Ms. Otero also reported that all the winter sports had their senior nights and that it was energizing to see the excitement of the athletes. Ms. Otero concluded her report by happily sharing that she met with site administration and as a result a new system has been put in to place to provide greater access to the morning announcements for students.

Student Board Representative Neveah Karraker began her report by sharing her sympathy with everyone impacted by the student death. Ms. Karraker reported that the Winter Ball went great with a total of 310 students attending; with a photobooth, firepits, food and dancing - the students had a great time. Ms. Karraker also wanted to shine light on scholar athletes with the girls' Basketball team averaging a 4.19 GPA and boys basketball averaging 3.57, followed closely by girls Soccer and Wrestling. Ms. Karraker concluded her report by stating that CTE Medical Tech class will assist with advertising for the blood drive and that as Valentine's Day approaches Candy Grams are being sold to give to friends.

BOARD MEMBERS' REPORTS

Board Members' Reports

Trustee Threet began her report by expressing her appreciation to the student trustees for speaking to the traumatic death of their fellow student and discussing the various supports available to them through the

District. Ms. Threet discussed her visit to Santa Cruz High School lead by Principal Poirier and Superintendent Munro. She stated that they had a productive meeting and took a tour of the various CTE programs on campus. Ms. Threet shared that she was pleased to see every seat in the Ceramics, Auto, and Woodshop classes filled with engaged students.

Trustee Grossman recounted that he saw Dr. Ibram X. Kendi speak at the Warriors Arena regarding his book “How to Be a (Young) Anti-Racist” and stated that he was pleased that this book had been donated to libraries throughout the District. Trustee Grossman attended his first CTE Advisory Committee meeting and thanked Director Julia Hodges for an excellent job facilitating. Finally, Trustee Grossman thanked Principal Poirier for graciously leading a tour of the Santa Cruz High campus, adding that he was extremely impressed with the auto shop.

Trustee Meeker began by reporting that she attended Branciforte Middle and Harbor High’s open houses. Ms. Meeker expressed that it was exciting to see how much each school puts community at the center of their work. Trustee Meeker shared that she attended the LGBTQ Task Force meeting and that she looked forward to hearing results regarding the data from the Social Emotional Health Survey in the coming weeks. Trustee Meeker closed her report by acknowledging the impact the student death had on the entire school community.

Trustee Coonerty shared that she felt the excitement in the air with parents going to open houses and was happy to witness that joy considering all that the community has been through.

Trustee Vestal shared that she had the opportunity to attend many different meetings including the DELTA Board Meeting, SCZBA (Santa Cruz County School Boards’ Association) and the LGBTQ task force. In each of these meetings members discussed challenges and successes, as well as shared appreciation for community support. Trustee Vestal ended her report by encouraging folks to make nominations for the Queer Youth Leadership awards as it is an opportunity to acknowledge queer youth leaders and allies.

Board President’s Report

Board President Owen began his report by expressing his condolences to the family of the young man that was killed. Mr. Owen then shared that he was pleased Trustee Grossman enjoyed his time in the CTE meeting, stating that while he missed his time on the committee, he was glad that a new Trustee could learn about the exciting programs it has to offer. Mr. Owen concluded his report by stating he was especially grateful for the Trustee meeting held at Harbor High and that he was excited to see all that was happening on the campus.

APPROVAL OF MINUTES

Board President Owen began by reminding the board that at the January 11, 2023 Meeting Trustee Threet made a motion, seconded by Trustee Grossman, to bring back the Minutes of the November 2, 2022 Study Session Meeting and the November 16, 2022 Regular Meeting because of a lack of quorum.

1. Trustee Vestal motioned to approve the Minutes of November 2, 2022 Meeting. Trustee Threet seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

MSP (Vestal/Threet) 5-2-0, the Board of Education approved the Minutes of November 2, 2022 Meeting.

2. Trustee Threet motioned to approve the Minutes of November 16, 2022 Study Session Meeting. Trustee Coonerty seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

MSP (Threet/Coonerty) 4-3-0, the Board of Education approved the Minutes of November 16, 2022 Study Session Meeting.

3. Trustee Grossman motioned to approve the Minutes of January 11, 2023 Meeting. Trustee Meeker seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

MSP (Grossman/Meeker) 6-1-0, the Board of Education approved the Minutes of January 11, 2023 Meeting.

GENERAL PUBLIC BUSINESS

Consent Agenda

8.1.1.1 Overnight Field Trip: Soquel High School: Anaheim Heritage Music Festival, 8.1.2.1 Purchase Orders, Bids & Quotes, 8.1.2.2 Warrant Register, 8.1.2.3 2nd Quarter Investment Report, 8.1.2.4 Bond Notice of

Completion, 8.1.3.1 Certificated Personnel Actions, 8.1.3.2 Classified Personnel Actions, 8.1.3.3 New Job Description: Central Kitchen Cook/Baker, 8.1.3.4 New Job Description: Nutrition Services Support Coordinator, 8.1.4.1 CPUC Grant Submission Letter of Support, 8.2.1.1 Memorandum of Understanding with Cabrillo College: Running Start to College, 8.2.1.2 Riverside County Office of Education Contract Extension, 8.2.1.3 Agreement for Professional Services: Lisa Achelis, SLP, 8.2.2.1 Barksdale Photography: Addendum to Extend the Original Contract, 8.3.1 Albion Environmental, Inc.: Proposal: Santa Cruz High School Baseball Backstop Construction Monitoring, 8.3.2 Bosco Construction Services, Inc.: Proposal: Transportation Storage Ramp, 8.3.3 CRW Industries, Inc.: Change order 1: Santa Cruz High School C & D Modernization, 8.3.4 Dilbeck & Sons: Proposal: Bay View Elementary School Door Hardware Replacement, 8.3.5 King Star Computer: Quote: Electronic Key Card System Backup Server, 8.3.6 Palace Business Solutions: Proposal: Mission Hill Middle School Office Furniture, 8.3.7 PSR Electric: Proposal: DeLaveaga Elementary School Exterior Lighting

Trustee Threet commented on agenda item 8.1.2.4 Bond Notice of Completion stating that she had hoped the Bond Oversight Committee had had a chance to look over the agreement and asked if a mechanism could be created to show what the project was originally bid at and what was spent.

Trustee Coonerty commented on agenda item 8.2.2.1 Memorandum of Understanding with Cabrillo College: Running Start to College and asked whether it would be possible to explore having similar tasks available for SPED and 504 students and to encourage this within our district.

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

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

Student Trustee Karraker recommended a yes vote on this matter.

Closed Session Items

Report of Actions Taken in Closed Session

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

ITEMS TO BE TRANSACTED AND/OR DISCUSSED

8.5.1.1 Staff Report: Local Control and Accountability Plan Update: School Plan for Student Achievement Mid-Year Progress Report

Assistant Superintendent Coito introduced Gault Principal Amariah Hernandez, Mission Hill Middle Principal Derek Kendall and Soquel High Principal Greg O’Meara to present a mid-year

update of their School Plans for Student Achievement (SPSA). Pursuant to California Education Code Section 64001 and the federal Elementary and Secondary Education Act, schools that receive state and federal funds will consolidate all school plans into the SPSA. The SPSA is a blueprint to improve the academic performance of all students. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.1.2 Staff Report: California School Dashboard Update

Assistant Superintendent Coito introduced Directors Shannon Calden and Julia Hodges to present on the California School Dashboard Update. The California School Dashboard is an online tool designed to help communities across the state access important information about K–12 schools and districts. Results are presented for all districts, schools, and disaggregated by student demographic groups. Performance levels are calculated based on how current performance compares to past performance. This growth model provides a more complete picture of performance than a point-in-time snapshot. 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: Preliminary Enrollment Projection

Assistant Superintendent Monreal presented on the Preliminary Enrollment Projection for the 2023-24 school year. Staff work with PowerSchool, formerly DecisionInsite, a demography service, to research and develop both short and long-term enrollment projections. The report outlined projections based on district and partner district data, housing development plans, and other factors. District staff continue to work with DecisionInsite to audit and monitor these projections to inform staffing allocations and future budget and facilities planning. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.2.2 Staff Report: Governor’s Budget Proposal

Assistant Superintendent Monreal presented on the Governor’s Budget Proposal. Each January, the Governor presents the initial budget proposal for the upcoming fiscal year. District staff attended a workshop on 1/18/23 facilitated by School Services of California about the proposed education funding for the 2023-24 school year. Some highlights of the proposed Governor’s Budget Proposal include: the economy and revenues, Local Control Funding Formula (LCFF), and Cost of Living Adjustment (COLA), LCFF Entitlements for School Districts, retirement systems, minimum wage, Arts, Music, and Instructional Material Block Grant Reduction, Certificated and Classified Layoff Timeline and Proposition 28: Arts and Music funds. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

Assistant Superintendent Molly Parks left the meeting at 9:05pm

Student Trustee Neveah Karraker left the meeting at 9:05pm

8.5.2.3

New Business: Resolution #28-22-23 To Form New Bond Oversight Committee

Assistant Superintendent Monreal brought forward Resolution #28-22-23 To Form a New Bond Oversight Committee for Measures K & L. The purpose of the Oversight Committee is to inform the public concerning the expenditure of Proposition 39 bond revenues. The Oversight Committee’s meetings must follow the guidelines of the Brown Act. Education Code section 15278 states if a bond measure is approved by the voters, the District must establish and appoint a total of at least seven members to an independent citizens’ oversight committee as an accountability measure for the voters and taxpayers of the District. Education Code section 15280 requires the District to provide the Oversight Committee with any necessary technical and administrative assistance and to publicize the committee’s conclusions. Trustees asked questions and had discussion.

Trustee Coonerty motioned to approve the Resolution #28-22-23 To Form New Bond Oversight Committee. Trustee Grossman seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero abstained on this matter.

8.5.2.4

New Business: AB 1200 for Meet and Confer Groups

Assistant Superintendent Monreal reported that the AB1200 Public Disclosure of costs for the proposed agreement for 2022-23 will provide a one-time off salary schedule payment of \$1,500.00 for FTE .51 to 1.00 (+) FTE and \$750.00 for FTE of .50 or below for 2022-23 for the District’s Meet and Confer Groups. Assistant Superintendent Monreal recommended approval of the AB1200.

Trustee Vestal motioned to approve the AB1200 for Meet and Confer Groups. Trustee Threet seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

8.5.3.1

New Business: Annual Resolution #26-22-23: District Needs

Superintendent Munro brought forward the Annual Resolution #26-22-23: District Needs. Pursuant to Education Code Section 44955(d), each year, the Board of Education determines the District needs in order to retain services of certificated employees in the 2023-2024 school

year, regardless of seniority, who possess qualifications needed for certain programs. Superintendent Munro recommended approval of the Annual Resolution #26-22-23: District Needs.

Trustee Threet motioned to approve the Annual Resolution #26-22-23: District Needs. Trustee Coonerty seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

8.5.3.2 New Business: Annual Resolution #27-22-23: Tie Breaker Criteria

Superintendent Munro brought forward the Annual Resolution #27-22-23: Tie Breaker Criteria. Pursuant to Education Code Section 44955(d), each year, the Board of Education is required to determine the District needs should it become necessary to establish the seniority of employees who first rendered paid service to the District on the same date. The criteria identified in this resolution will be used to break ties for the employees with the same first date of paid service. Superintendent Munro recommended approval of the Annual Resolution #27-22-23: Tie Breaker Criteria.

Trustee Coonerty motioned to approve the Annual Resolution #27-22-23: Tie Breaker Criteria. Trustee Grossman seconded the motion.

The motion was passed by the following roll call vote:

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

Student Trustee Otero recommended a yes vote on this matter.

8.5.3.3 Staff Report: GSCFT 2023-24 Sunshine Articles

Superintendent Munro presented The Greater Santa Cruz Federation of Teachers' 2023-24 Sunshine Articles. This in accordance with the Employees Relations Act for public notice of contract proposals before official negotiations may begin. The articles include Article VII Hours of Employment, Article X Safety and Health Article, Article XVII Salary and Benefits (Salary, and Structure of Salary Schedule, Service Credit and Stipends) and in the Guest Teacher Contract Article 111 Salary. Trustees asked questions and had discussion. This report was informational in nature and no action was taken by the Board at this time.

8.5.4.1 New Business: Board Committees

Each year, the Board President assigns Trustees to District committees. At the January Governance Session, there was discussion about the addition of a new Workforce Housing Ad Hoc Committee. Board President Owen appointed Trustee Kyle Kelley and himself to serve on the new Workforce Housing Ad Hoc Committee.

8.5.4.3 Discussion: Possible Items for Future Meeting Agendas

None

9. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Owen adjourned this Regular Meeting at 9:26 p.m.

Board Meeting Schedule Information

1. The Study Session on February 15, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on February 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on March 8, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on March 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on April 12, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Study Session on April 26, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Regular Board Meeting on May 10, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
8. The Study Session on May 24, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Regular Board Meeting on May 31, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
10. The Regular Board Meeting on June 14, 2023, 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

John Owen, President
Board of Education

**MINUTES OF THE STUDY SESSION
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
FEBRUARY 15, 2023**

Convene Open Session

Board President Owen called this Regular Meeting Open Session to order at 5:02 p.m.

Attendance at Meeting

Sheila Coonerty Kevin Grossman Angela Meeker John Owens
Patricia Threet

Remote: Claudia Vestal

Absent: Kyle Kelley

Student Board Representative, Lynda Otero

Remote: Student Board Representative, Neveah Karraker

Absent: Student Board Representative, Eva Diop

Kris Munro, Superintendent

Dorothy Coito, Assistant Superintendent, Educational Services

Molly Parks, Assistant Superintendent, Human Resources

Absent: Jim Monreal, Assistant Superintendent, Business Services

Members of the Audience

1.1 Welcome and Format

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

1.2 Agenda Changes, Additions, or Deletions

None

1.4 Teleconference Notice

Superintendent Munro announced for the record that this meeting is being conducted pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings. Board Member Vestal is participating in this meeting by video call from 1813 Chanticleer Avenue, Santa Cruz, CA, 95062. In accordance with the Brown Act, this location has been identified on the agenda for this meeting.

PUBLIC COMMENTS

Several members of the Harbor High School Girls' Soccer Team -- Ruby McAlister, Isis Tumason, Zoe Soenen and Rebecca Vaca -- came to express their concern about the dismissal of Coach Wes Bare. They lauded the

positive impact of Mr. Bare, and expressed additional concern at the voluntary departure of the assistant coaches. The students asked the Board to investigate and reverse the dismissal.

Trustee Kyle Kelley arrived at 5:07pm.

Community Member Wes Bare expressed his gratitude to the players who spoke to the Board and stood up for him. He stated that his intentions have always been to help young people learn about the game and themselves through sport and thanked the Board for hearing what the players had to say.

GENERAL PUBLIC BUSINESS

Consent Agenda

3.1.1 American Modular Systems Proposal DeLaveaga Elementary School Relocatable Classroom Building

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

The motion was passed by the following roll call vote:

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

Student Trustee Karraker recommended a yes vote on this matter.

Student Trustee Otero recommended a yes vote on this matter.

ITEMS TO BE TRANSACTED AND/OR DISCUSSED

4.1 Study Session: New Trustee Orientation, Introduction to Governance and District Finance

The New Trustee Orientation was facilitated by the District’s General Counsel Sarah Kaatz, Superintendent Kris Munro, Chief of Communications Sam Rolens and Director of Finance Jerene Lacey.

Board attorney, Sarah Kaatz, from Lozano Smith reviewed the roles and responsibilities of the Board and Trustees had discussion. She also reviewed the Brown Act highlighting new guidance on technological communication through email, social media, texting and the Brown Act. In addition, she reviewed what constitutes a Conflict of Interest. Trustees had discussion.

During the second portion of the study session, Presenters Superintendent Munro and Chief of Communication Sam Rolens gave an overview of the District Budget. Trustees asked questions and had discussion.

5. Adjournment of Meeting

As there was no further business to come before the Board of Education, Board President Owen adjourned this Study Session at 8:35 p.m.

Board Meeting Schedule Information

1. The Regular Board Meeting on February 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

2. The Regular Board Meeting on March 8, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on March 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on April 12, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Study Session on April 26, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Regular Board Meeting on May 10, 2023, 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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8. The Regular Board Meeting on May 31, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
9. The Regular Board Meeting on June 14, 2023, 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

John Owen, President
Board of Education

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Third Quarter Williams Report

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Williams Uniform Complaint 3rd Quarter Report for 2022-23.

BACKGROUND:

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

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

FISCAL IMPACT:

None

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

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

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

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

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

DISTRICT: Santa Cruz City Schools

Date Reported to District Governing Board: April 12, 2023

I. INSTRUCTIONAL MATERIALS

A) Insufficient textbooks or instructional materials in classroom:

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

*Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

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

*Explanation: _____

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

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

*Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

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

*Explanation: _____

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

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

*Explanation: _____

C) Teacher instructing class lacking subject matter competency:

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

*Explanation: _____

III. FACILITIES

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

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

*Explanation: _____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Overnight Field Trip: Soquel Jazz Choir Anaheim Heritage Music Festival

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the overnight field trip for the Soquel High School Music Department to attend the Anaheim Heritage Music Festival in Anaheim, California, from April 27, 2023 through April 30, 2023.

BACKGROUND:

The Soquel High School Music Department requests approval to travel to Anaheim, California, and surrounding areas for the Anaheim Heritage Music Festival from April 27, 2023, through April 30, 2023. Students will miss school on Thursday the 27th and Friday the 28th. This year's trip will accommodate approximately one hundred students and will include two staff members and ten parent chaperones. The groups participating are the Soquel Varsity Band, Jazz Bands, and Jazz Singers. The group will be traveling by charter bus and 15 passenger Van.

The Anaheim Heritage Festival is unparalleled in terms of the number and quality of instrumental and choral performing groups from throughout the country and offers worldwide travel opportunities. Soquel Music Department's participation in the Anaheim Heritage Festival has been ongoing for over twenty years, traveling to locations such as Anaheim, Los Angeles, and San Diego. These events have allowed students to hear and perform for some of the best adjudicators in the country as well as to hear other high school ensembles from around the country, while performing in outstanding performance facilities. To provide students in the performing arts the opportunity to see and hear live performances, they must travel beyond the constraints of their high school experience. Traveling to various music festivals has given performing arts students the opportunity to see and hear creative, intellectual, and expressive music performances, which expands and enriches their learning outside of the conventional classroom. Along with providing an exceptional educational experience, this trip also provides a tremendous opportunity to develop an ensemble and camaraderie, which will enhance performance experiences, self-confidence, and promote a stronger sense of self.

FISCAL IMPACT:

No student will be denied attendance due to lack of funds. The majority of the trip will be paid for by family contributions and fundraising.

AGENDA ITEM: 8.1.1.2

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

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

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

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

ITINERARY:

AGENDA ITEM: 8.1.1.2

Thursday April 27th

1:00 pm Load Charter Bus and 15 Passenger Van at Soquel High School
1:45 pm leave Soquel High for Anaheim
Stop for dinner in Santa Barbara for 1 hour
Arrive at hotel TBA (Hotel is provided by The World Strides Heritage Music Festival) usually Sheraton, Marriott, or some similar quality hotel.
10:00 Room checks
11:00 Lights out

Friday April 28th

9:00 am meet in Lobby to load bus for festival
9:30 leave hotel for festival site (usually one of the nicer performance halls in and around Anaheim or Fullerton
9-4 Spend the day performing and listening to other bands at the Heritage Music Festival
-We get adjudicated by 3 College and Professional conductors and get an onstage clinic from one of the judges.
4:00 Load bus for Disneyland
5pm- 11:00pm Spend time in the park
11:00 Load bus/van for hotel students will go straight to assigned rooms
11:30 Lights out.

Saturday April 30th

9:00 am Meet in lobby to load bus/van
9:30 load bus for Newport Beach Balboa Island
10:30- 2:30 Beach Time and lunch at Ruby's on the Pier.
2:30 Load bus to return to Hotel
4:00 Load bus to go to Awards Ceremony at Disneyland
5:00-8:00 time in the park
8:00-9:00 Awards Ceremony inside Disneyland
9- closing Disneyland
11:00- Return to hotel and lights out.

Sunday April 31st

9:00 am meet in lobby to return home
9:30pm Return to Soquel

Number of students attending: About 85 (75 band students and 10 choir students)

Number of chaperones attending: 10

Number of staff attending: 2

Transportation: West Valley Charter Buses and Enterprise Van

Hotel Accommodations: Marriott Hotel, Irvine, CA

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Out of State Travel Request

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the out of state travel of two special education administrators who will be visiting a student placed in a residential treatment facility in Missouri, as per their Individualized Education Plan (IEPs). Travel will take place from April 18th, 2023, through April 20th, 2023.

BACKGROUND:

In accordance with Board Policy 3350, all out of state travel for which reimbursement will be claimed requires Board approval. Itemized receipts will be submitted for reimbursement. Every effort will be made to contain total expenses associated with this travel.

FISCAL IMPACT:

\$2,561.34 Special Education (Restricted)

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

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

Goal #5: Santa Cruz City Schools will maintain a balanced budget and efficient and effective management.

Prepared by Stacy O'Farrell, Director of Special Education

Santa Cruz City Schools Conference & Travel Request Form



- ❖ DO NOT BOOK FLIGHT, HOTEL OR CONFERENCE UNTIL THIS FORM IS APPROVED.
- ❖ The District has limited PD resources and it is expected that employees will attend trainings as close to the district as possible. Out-of-State travel will not be approved when local training is available.
- ❖ All out-of-state travel requests must be submitted to the Superintendent for Board approval at least 45 days in advance.
- ❖ Hotel stays are permitted if staying 75 miles from the district – if less than 75 miles, approval is needed from Assistant Superintendent of Business Services.
- ❖ Employees will be reimbursed for mileage up to the cost of a flight.
- ❖ If traveling as a team, please how many people are attending, and the total cost *per person* in the expense chart.

Request Date: 3/30/2023 Return To: Stacy O'Farrell

Name(s): Stacy O'Farrell & Staci LaCagnin Job Title: Sped. Admin.

Conference Name: NA

Conference Date(s): 4/18/2023-4/20/2023

Travel Dates: Departing: 4/18 Time: 10:25AM Returning: 4/20 Time: 3:50PM

Conference Location: St. Louis, Missouri

What District goal(s) does the conference address?

- Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.
- Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
- Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
- Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
- Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
- Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

How do you plan to share new learning with staff and colleagues?

This is a trip to visit a student placed in residential treatment at CALO in Missouri. Annual visits are required by the CDE.



Substitute Required? Yes No

Overnight Stay? Yes No

Travel by: Car Airplane Other

Estimated Conference Expenses	(Indicate date)				
	4/18/2023	4/19/2023	4/20/2023		
Conference registration fee	NA				
Meals (\$65/day max, including tip)	130	130	130		
Lodging	134.14	134.14	134.14		
Airline fare	454.64	454.64	454.64		
Mileage: _____ miles @ .655 /mi.					
Other transportation	100	100	100		
District Substitute Cost					
Misc/Other	35	35	35		
Total Daily Est. Expense	853.78	853.78	853.78		
Total Trip Est. Expense (per person)	1,280.67		Number of attendees:		2
GRAND TOTAL	2,561.34				
Funding source (i.e. Title I)	Special Education (restricted)				
District or site expense:	<input checked="" type="checkbox"/> District		<input type="checkbox"/> Site		
Budget account number					

➤ Supervisor's Name: Dorothy Coito Supervisor's Signature: _____

➤ Approval of Assist. Superintendent of ES or HR: _____ Date: _____

➤ Approval of Assist. Superintendent of Business: _____ Date: _____

(Required if hotel is less than 75 miles)

DO Use Only

Returned to site finance tech and admin _____
initial

Updated January 2023

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Purchase Orders, Bids, and Quotes

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the purchase orders, bids, and quotes from March 14, 2023 through March 26, 2023.

BACKGROUND:

A detailed report is attached, listing purchase orders, quotes and bids that require Board approval prior to release to vendors or ratification within 60 days as allowed by Education Code 17605.

The following definitions are provided to clarify the differences between purchase orders, quotes, and bids:

Purchase Orders:

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. The Superintendent or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor.

Quotes:

For the purchase of materials and supplies between \$15,000 and \$60,000 more than one quote is required and may be verbal or written. When purchases will be \$15,000 to \$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 \$109,300 and over, or for materials and supplies in the sum of \$109,300 or over unless a Cooperative Purchasing Agreement is being utilized under PCC 20118. Under CUPCCAA contracts may be awarded up to \$60,000 without additional quotes. Informal bidding procedures are followed for Public Works projects from \$60,000 to \$200,000 and a formal bid 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

AGENDA ITEM: 8.1.2.1

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 03/14/2023 - 03/26/2023

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO23-02029	AMERICAN MODULAR SY	^DLV RELOCATABLE CLASSROOM	M&O	25	OTHER RESTRICT	113,226.00
PO23-02030	AMAZON CAPITAL SERV	Stella/Family ART Night	GAEL	01	LCFF SUPP FUNDI	1,443.00
PO23-02031	AMAZON CAPITAL SERV	Educational games	BSS	01	LOTTERY:INSTRU	1,500.00
PO23-02032	PHOENIX CERAMICS SU	CFP-A.SOOHOO-CERAMICS MATERIALS AND REPAIRS	SQHS	01	Measure T	603.72
PO23-02033	PHOENIX CERAMICS SU	ALISON SOOHOO-CERAMICS MATERIALS/SUPPLES	SQHS	01	Measure T	2,737.26
PO23-02034	SIERRA SCHOOL EQUIP	Library Table	DLEL	01	DONATIONS	463.22
PO23-02035	DEVELOPMENT GROUP I	Installation - Refer to PO22-00429	IT	01	NO REPORTING RI	98.75
PO23-02036	E3 HCI AUDIOMETRICS	Quote# Q-211937-1 - Calibration for Audiometers	STUS	01	NO REPORTING RI	1,483.00
PO23-02037	SANTA CLARA VALLEY	MHMS SWITCHGEAR INSPECTIONS	M&O	21	Bond A Secondar	2,000.00
PO23-02038	SANTA CLARA VALLEY	SCH SWITCHGEAR INSPECTIONS	M&O	21	Bond A Secondar	2,000.00
PO23-02039	OFFICE DEPOT	More Easels for Use at Committee Meetings	SUPT	01	NO REPORTING RI	142.21
PO23-02040	DAKTRONICS INC	SQ SCOREBOARD	M&O	21	Bond A Secondar	25,744.67
PO23-02041	FIBER OPTIC TELECOM	WL KEY CARD ACCESS CONTROL IMPLEMENTATION	M&O	21	Bond A Elem	59,200.00
PO23-02042	ECOGREEN SOLUTIONS,	^MHMS LED LIGHTING REPLACEMENT	M&O	01	OTHER RESTRICT	12,362.13
PO23-02043	GV LAND SURVEYING	@EDUCATOR HOUSING SURVEYING & MAPPING	M&O	40	BUILDING FUND -	11,700.00
PO23-02044	GV LAND SURVEYING	B40SS ELEVATOR SURVEY & MAPPING	M&O	21	Bond A Elem	10,700.00
PO23-02045	GV LAND SURVEYING	DLV CKC SURVEY & MAPPING	M&O	21	Bond A Elem	6,700.00
PO23-02046	GV LAND SURVEYING	SQ PERFORMING ARTS SURVEY & MAPPING	M&O	21	Bond A Secondar	28,500.00
PO23-02047	SANTA CLARA VALLEY	WL SWITCHGEAR INSPECTIONS	M&O	21	Bond A Elem	6,000.00
PO23-02048	OFFICE DEPOT	Paper Rack	HHS	01	NO REPORTING RI	721.13
PO23-02049	AMAZON CAPITAL SERV	SAIL Classroom Supplies	HHS	01	SE:STATE LOCAL	188.84
PO23-02050	AMAZON CAPITAL SERV	SAIL Classroom Supplies	HHS	01	SE:STATE LOCAL	186.07
PO23-02051	AMAZON CAPITAL SERV	Office Supplies	HHS	01	NO REPORTING RI	159.16
PO23-02052	AMAZON CAPITAL SERV	SDC Classroom Supplies	HHS	01	SE:STATE LOCAL	188.58
PO23-02053	TYPINGCLUB	0T-PRGM STUDENT LICENSE SUBSCRIPTIONS	SPED	01	SE:STATE LOCAL	233.00
PO23-02054	IDENTISYS INC	FS Software/Support	FS	13	CHLD NUTR:SCHO	600.00
PO23-02056	RJMS CORPORATION DB	FS Handtruck service	FS	13	CHLD NUTR:SCHO	294.00
PO23-02057	PALACE BUSINESS SOL	Palace Open PO	DLEL	01	OTHER RESTRICT	1,201.00
PO23-02058	WARDS NATURAL SCIEN	Science materials/supplies	SCHS	01	NO REPORTING RI	703.85
PO23-02059	FLINN SCIENTIFIC IN	Science supplies, see attached list	SCHS	01	NO REPORTING RI	1,143.20
PO23-02060	FLINN SCIENTIFIC IN	Science supplies	SCHS	01	NO REPORTING RI	781.81
PO23-02061	FLINN SCIENTIFIC IN	Science supplies	SCHS	01	NO REPORTING RI	127.15
PO23-02062	AMAZON CAPITAL SERV	Open PO Science class supplies	SCHS	01	NO REPORTING RI	320.00
PO23-02063	AMAZON CAPITAL SERV	Classroom Supplies	HHS	01	LCFF SUPP FUNDI	435.31

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ESCAPE ONLINE

Description

Includes Purchase Orders dated 03/14/2023 - 03/26/2023

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO23-02064	BENCHMARK EDUCATION	Quote 43929. Supplemental books	BSS	01	LCFF SUPP FUNDI	190.80
PO23-02065	AMAZON CAPITAL SERV	Recruitment Books for HR	HR	01	OTHER RESTRICT	127.72
PO23-02066	SCHOOL SERVICES OF	Webinar for Employee Complaints and Investigations	HR	01	OTHER RESTRICT	315.00
PO23-02067	FRANCISCO LOPEZ GON	Open PO Graduation flowers	BSS	01	DONATIONS	273.13
PO23-02068	LEARNING WITHOUT TE	Qutoe Q-43819. Writing workbooks	BSS	01	LOTTERY:INSTRU	2,003.40
PO23-02069	AMAZON CAPITAL SERV	Amazon books for 2nd grade	DLEL	01	LOTTERY:INSTRU	71.07
PO23-02070	AMAZON CAPITAL SERV	Goldfarb Classroom Supplies	BMS	01	DONATIONS	500.00
PO23-02071	LAMINEX, INC.	22/23 OPEN PO FOR KEY/BADGE CARD HOLDERS	M&O	01	ONGOING & MAJO	600.00
PO23-02072	SANTA CRUZ COUNTY S	CFP SC Soccer Referees	SCHS	01	Measure T	6,014.52
PO23-02073	EAST BAY RESTAURANT	FS Equipment Purchase-Kit Funds	FS	13	Kitchen Upgrade	7,821.41
PO23-02074	SWEETWATER SOUND IN	Tech Supplies for class	BMS	01	BAS GNT LOW-INC	200.00
PO23-02075	B & H PHOTO	INTEL Core i9-13900K 24 Core Processor	SCHS	01	Measure T	633.64
PO23-02076	PEPETOOLS, INC	OPEN PURCHASE FOR L.HILDERBRAND	SQHS	01	Measure T	400.00
PO23-02077	FOLLETT CONTENT SOL	Library Books	HHS	01	LOTTERY:INSTRU	1,792.12
PO23-02078	B & H PHOTO	GIGABYTE GEFORCE RTX 3070 GAMING GRAPHICS CARD	SCHS	01	Measure T	608.73
PO23-02079	AMAZON CAPITAL SERV	MARCO LUCADANO-CAMERA SUPPLIES	SQHS	01	Measure T	1,836.20
PO23-02080	DEMCO INC	ANGELA GATES-LIBRARY SUPPLIES	SQHS	01	NO REPORTING RI	105.71
PO23-02081	CAROLINA BIOLOGICAL	Science class supplies	SCHS	01	LOTTERY:INSTRU	497.55
PO23-02082	FLINN SCIENTIFIC IN	Science class supplies	SCHS	01	LOTTERY:INSTRU	431.01
PO23-02083	YOUR FUTURE IS OUR	Your Future is Our Business luncheon	CURR	01	Measure T	800.00
PO23-02084	FLINN SCIENTIFIC IN	Science Supplies	HHS	01	LOTTERY:INSTRU	2,626.77
PO23-02085	ENAMELPINS INC.	Seal of Biliteracy Awards: Lapel Pins	CURR	01	NO REPORTING RI	431.80
PO23-02086	AMAZON CAPITAL SERV	ANGELA GATES LIBRARY BOOKS	SQHS	01	NO REPORTING RI	380.37
PO23-02087	REGENTS UCLA	CANMEE 2023 Lesson Study Annual Convening	CURR	01	ESSER III ARP	1,200.00
PO23-02088	AMAZON CAPITAL SERV	Tools/supplies-auto shop	SCHS	01	C. PERKINS CTE:	3,875.85
PO23-02089	CASIE	PREPAY - IB Virtual Workshop	HHS	01	BAS GNT LOW-INC	950.00
PO23-02090	SENDEROS	Latino Role Models Conference fees	CURR	01	BAS GNT LOW-INC	2,000.00
PO23-02091	CA COAST UNIFORM CO	Med Tech Scrub Tops	HHS	01	C. PERKINS CTE:	529.99
PO23-02092	BOOKSHOP SANTA CRUZ	Library books	BSS	01	BAS GNT LOW-INC	1,095.92
PO23-02093	AMAZON CAPITAL SERV	Library books.	BSS	01	BAS GNT LOW-INC	469.78
PO23-02094	AMAZON CAPITAL SERV	Bicycle Wheels	HHS	01	C. PERKINS CTE:	569.41
PO23-02095	AMAZON.COM	Digital guage SCHS will order	SCHS	01	C. PERKINS CTE:	480.62
PO23-02096	SPROUTS SC	Sprouts/Pancake Breakfast/Entertainment.	GAEL	01	ELO-P	500.00
PO23-02097	ROARING CAMP INC	Dennis O'Connell/ASES Fieldtrip	GAEL	01	ELO-P	1,915.00
PO23-02098	BAY CENTRAL PRINTIN	#10 standard window envelopes 10,000 qty Custom	SCHS	01	NO REPORTING RI	843.00

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ESCAPE ONLINE

Description

Includes Purchase Orders dated 03/14/2023 - 03/26/2023

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO23-02099	CHRISTOPHER HS CHOI	PRE-PAY CFP CHOIR FESTIVAL FEE	SCHS	01	Measure T	250.00
PO23-02100	CABE	Conference Registration fee	BVEL	01	ESEA:STDNT SUPI	6,930.00
PO23-02101	APPLE COMPUTER INC	Soquel High Multimedia Lab Upgrade	CURR	01	CAREER TECHNIC	72,200.78
PO23-02102	B & H PHOTO	MARCO LUCADANO-CAMERA SUPPLIES	SQHS	01	Measure T	5,182.32
PO23-02103	TEACHERS PAY TEACHE	Online Supplemental digital resource	BMS	01	LOTTERY:INSTRU(3,625.00
PO23-02104	NASCO	Quote #2304330. Science materials.	BSS	01	LOTTERY:INSTRU(806.70
PO23-02105	DIVISION OF STATE A	B40SS ELEVATOR PLAN FEE	M&O	21	Bond A Elem	24,300.00
PO23-02106	AMAZON CAPITAL SERV	Student Engagement Parent Center	BVEL	01	NO REPORTING RI	655.00
PO23-02107	AMAZON CAPITAL SERV	Student Engagement Parent Center	BVEL	01	NO REPORTING RI	2,000.00
PO23-02108	CDW GOVERNMENT INC.	FS Server Upgrade	FS	13	CHLD NUTR:SCHO	1,495.97
PO23-02109	WARDS NATURAL SCIEN	Instructional supplies Science	SCHS	01	LOTTERY:INSTRU(863.86
PO23-02110	PAUL B COUCHMAN III	Custom notebooks for WASC	SCHS	01	NO REPORTING RI	449.10
PO23-02111	CATTOS GRAPHICS INC	For CUSTOM choir shirts	MHMS	01	DONATIONS	884.95
PO23-02112	STEPHEN CIARI PLUMB	22/23 OPEN PO FOR REPAIRS	M&O	01	ONGOING & MAJO	3,000.00
PO23-02113	ENTERPRISE RENT-A-C	M&O RENTAL CAR FOR CASH CONFERENCE	M&O	01	ONGOING & MAJO	183.29
PO23-02114	GLOBAL WATER TECHNO	SQHS - OPEN PO FOR BOILER WATER TREATMENT	M&O	01	ONGOING & MAJO	1,008.80
PO23-02115	GLOBAL WATER TECHNO	WLEL - OPEN PO FOR BOILER WATER TREATMENT	M&O	01	ONGOING & MAJO	1,008.80
PO23-02116	PEDRO SAUCE RAMIREZ	SCHS - GYM HIGH BAY LIGHTS REPAIR	M&O	01	OTHER RESTRICT	3,250.00
PO23-02117	CAROLINA BIOLOGICAL	Quote 5400770SQ. Science class supplies	BSS	01	ESSA (CSI)	1,458.90
PO23-02118	COMMUNITY PRINTERS	Business cards for Principals	BSS	01	NO REPORTING RI	100.00
PO23-02119	AMAZON CAPITAL SERV	Plaster Cloth Rolls	HHS	01	LOTTERY:INSTRU(131.03
PO23-02120	AMAZON CAPITAL SERV	Ice machine for health office	BSS	01	NO REPORTING RI	163.86
PO23-02121	AMAZON CAPITAL SERV	ITEMS FOR JOSE QUEVEDO	SQHS	01	NO REPORTING RI	405.34
PO23-02122	COMICOPOLIS	Open PO for Graphic Novels	HHS	01	LOTTERY:INSTRU(600.00
PO23-02123	PERMA BOUND DIVISIO	7th and 8th grade ELA	MHMS	01	NO REPORTING RI	1,793.30
PO23-02124	ENTERPRISE RENT-A-C	Van rental for CHS soccer	BSS	01	Measure T	300.00
PO23-02125	BAD WOLF PRESS	Elementary level play scripts	BSS	01	LOTTERY:INSTRU(205.07
PO23-02126	PERFORMANCE FOOD GF	FS food purchase	FS	13	CHLD NUTR:SCHO	609.50
PO23-02127	B & H PHOTO	SUPPLIES FOR CTE	SCHS	01	C. PERKINS CTE:	2,653.61
PO23-02128	B & H PHOTO	INTSRUCTIONAL SUPPLIES FOR CTE	SCHS	01	Measure T	1,343.93
PO23-02129	SANTA CRUZ MUSEUM O	Field trip payment - Moore	BVEL	01	DONATIONS	75.00
PO23-02130	AMAZON CAPITAL SERV	Mascot Costume	BVEL	01	OTHER RESTRICT	450.00
PO23-02131	DISCOVERY CHARTERS	CFP bus to Fresno for B. basketball	SCHS	01	Measure T	2,925.00
PO23-02132	LAKESHORE LEARNING	TK Classroom Supplies	DLEL	01	UNIV PRE-K PLAN	4,418.62
PO23-02133	AMAZON CAPITAL SERV	Duke, Krislynn (4879) itinerant	SPED	01	SE:STATE LOCAL	206.37
PO23-02134	AMAZON CAPITAL SERV	Math Classroom Supplies	HHS	01	BAS GNT LOW-INC	218.52
PO23-02135	PATRICK MCGREEVY, P	Speech Assessment Supplies	SPED	01	SE:LOC ASST ARP	328.59

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ESCAPE ONLINE

Description

Includes Purchase Orders dated 03/14/2023 - 03/26/2023

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO23-02136	SUCCESS FOR CHILDRE	DHOH Assessment Supplies	SPED	01	SE:LOC ASST ARP	272.54
PO23-02137	AMAZON CAPITAL SERV	Bicycle Classroom Supplies	HHS	01	Measure T	2,871.60
PO23-02138	NADHERNY-CALCIANO S	Nadherny-Calciano Symposium	SPED	01	Sped Learn Rec	1,300.00
PO23-02139	AMAZON CAPITAL SERV	AVID Supplies	HHS	01	LCFF SUPP FUNDI	352.13
PO23-02140	WOODCRAFT SUPPLIES	LATHE LAGUNA REVO 220V MODEL1836-220	SCHS	01	C. PERKINS CTE:	3,475.41
PO23-02141	AMAZON CAPITAL SERV	SDC/RSP Supplies	HHS	01	NO REPORTING RI	314.14
PO23-02142	AMAZON CAPITAL SERV	Honor Cords for Avid students graduation	SCHS	01	NO REPORTING RI	137.43
PO23-02143	AMAZON.COM	Books for SCIL Leaders	SCHS	01	NO REPORTING RI	171.99
PO23-02144	DAVID DIRANNA DBA D	open PO for classroom supplies	MHMS	01	NO REPORTING RI	250.00
PO23-02145	REALLY GOOD STUFF I	Classroom Supplies - Escarcega	BVEL	01	DONATIONS	305.78
PO23-02146	PALACE BUSINESS SOL	Safety Materials	BVEL	01	OTHER RESTRICT	2,000.00
PO23-02147	AMAZON CAPITAL SERV	Academic Awards Supplies	HHS	01	LCFF SUPP FUNDI	111.27
PO23-02148	AMAZON CAPITAL SERV	open PO for library materials	MHMS	01	DONATIONS	2,000.00
PO23-02149	AMAZON CAPITAL SERV	EL Books for Harbor	CURR	01	NO REPORTING RI	125.04
PO23-02150	BRINKS AWARDS & SIG	IT Dept. Name Plate	BUSN	01	NO REPORTING RI	49.16
PO23-02151	UC REGENTS OF CALIF	Pre-Pay Field Trip on 3/24/23	WLEL	01	DONATIONS	175.00
PO23-02152	OFFICE DEPOT	Classroom Supplies	WLEL	01	LCFF SUPP FUNDI	350.00
PO23-02153	PALACE BUSINESS SOL	Classroom Supplies	WLEL	01	LCFF SUPP FUNDI	60.09
PO23-02154	DISCOUNT SCHOOL SUP	TK Supplies	WLEL	01	UNIV PRE-K PLAN	1,856.55
PO23-02155	SCHOOL SPECIALTY LL	TK Supplies/Materials	WLEL	01	UNIV PRE-K PLAN	1,738.74
PO23-02156	AMAZON CAPITAL SERV	TK Supplies	WLEL	01	UNIV PRE-K PLAN	301.49
PO23-02157	COMMUNITY PRINTERS	Business Cards for Ally Stutzman	HR	01	NO REPORTING RI	43.70
PO23-02158	MCGRAW HILL EDUCATI	Quote 64000805.Supplemental books. G1, A5	BSS	01	LCFF SUPP FUNDI	1,614.74
Total						503,335.59

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ESCAPE ONLINE

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Warrant Register

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the warrants on the Board Payment Report. The report covers vendor warrants issued from March 14, 2023 through March 26, 2023.

Checks Dated 03/14/2023 through 03/26/2023

Check Number	Check Date	Pay to the Order of	Check Amount
1026128	03/20/2023	SCHOOL HEALTH CORPORATION	251.08
1026129	03/20/2023	Robles, Nereida	145.38
1026130	03/20/2023	Hua, Thien M	216.37
1026131	03/20/2023	Manners, Wednesday R	225.67
1026132	03/20/2023	Hernandez, Amariah A	112.00
1026133	03/20/2023	Toschi, Dina R	209.60
1026134	03/20/2023	Bentley, Thomas K	500.00
1026135	03/20/2023	Bouchti, Mohamed Amine	958.88
1026136	03/20/2023	ACCO ENGINEERED SYSTEMS	350.00
1026137	03/20/2023	ACE PORTABLE SERVICES	1,350.99
1026138	03/20/2023	AIRGAS NATIONAL CARBONATION	434.21
1026139	03/20/2023	APED	110.90
1026140	03/20/2023	APPI	589.86
1026141	03/20/2023	CENTRAL HOME SUPPLY	722.54
1026142	03/20/2023	CINTAS CORPORATIONS	131.66
1026143	03/20/2023	EWING IRRIGATION PRODUCTS	251.66
1026144	03/20/2023	FERGUSON ENTERPRISES	159.70
1026145	03/20/2023	FLYERS ENERGY LLC	1,622.33
1026146	03/20/2023	HOME DEPOT INC	368.50
1026147	03/20/2023	KELLY MOORE PAINT CO	33.49
1026148	03/20/2023	KELLY MOORE PAINT CO	33.49
1026149	03/20/2023	KELLY MOORE PAINT CO	89.72
1026150	03/20/2023	KELLY MOORE PAINT CO	98.73
1026151	03/20/2023	KELLY MOORE PAINT CO	201.94
1026152	03/20/2023	KNORR SYSTEMS	851.96
1026153	03/20/2023	KOALA TREE CARE	20,850.00
1026154	03/20/2023	KONE INC	911.98
1026155	03/20/2023	PACIFIC COAST TRANE	2,070.00
1026156	03/20/2023	RIVERSIDE LIGHTING	4.76
1026157	03/20/2023	SAN LORENZO LUMBER AND HOME CENTER	1,127.48
1026158	03/20/2023	SANTA CRUZ COUNTY ENVIRONMENTAL HEALTH SERVICES	5,885.50
1026159	03/20/2023	SANTA CRUZ RECORDS MANAGEMENT	90.00
1026160	03/20/2023	SC SYSTEMS	352.90
1026161	03/20/2023	SLAKEY BROTHERS INC.	59.31
1026162	03/20/2023	UNITED RENTALS	750.03
1026163	03/20/2023	WESTSIDE HARDWARE	155.05
1026164	03/20/2023	19SIX ARCHITECTS	36,092.50
1026165	03/20/2023	CONSOLIDATED PLUMBING INC	9,210.00
1026166	03/20/2023	CRW INDUSTRIES INC	406,591.45
1026167	03/20/2023	DIVISION OF STATE ARCHITECT	500.00
1026168	03/20/2023	GUERRA CONSTRUCTION GROUP	159,777.65
1026169	03/20/2023	MOORE TWINING ASSOCIATES INC	5,158.00
1026170	03/20/2023	PEARTREE + BELLI ARCHITECTS INC	6,555.12
1026171	03/20/2023	PEDRO SAUCE RAMIREZ	11,776.00
1026172	03/20/2023	ALPHAGRAPHICS #462	949.47
		Unpaid Tax	1.07
		Expensed Amount	950.54
1026173	03/20/2023	AMANDA PACKER	4,590.00

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Checks Dated 03/14/2023 through 03/26/2023

Check Number	Check Date	Pay to the Order of	Check Amount
1026174	03/20/2023	AMERICAN VALLEY WASTE OIL INC	139.75
1026175	03/20/2023	BALANCE4KIDS	49,145.53
1026176	03/20/2023	BENCHMARK EDUCATION CO.	2,086.88
1026177	03/20/2023	BSN SPORTS LLC	1,552.50
1026178	03/20/2023	CATTOS GRAPHICS INC	2,545.31
1026179	03/20/2023	CIF-CCS	1,200.00
1026180	03/20/2023	CINTAS CORPORATIONS	133.22
1026181	03/20/2023	COAST PAPER & SUPPLY	914.87
1026182	03/20/2023	CORNELIUS SMIT	4,620.00
1026183	03/20/2023	DANIELSEN CO.	7,727.45
1026184	03/20/2023	DEBORAH BELL MA/CCC Licensed Speech Pathologist	1,160.00
1026185	03/20/2023	DEMCO INC	1,959.77
1026186	03/20/2023	DICK BLICK CO.	2,260.47
1026187	03/20/2023	DOMINOS/3 AMIGOS PIZZA INC	1,890.00
1026188	03/20/2023	ECOLOGICAL FARMING ASSOCIATION	810.00
1026189	03/20/2023	FLINN SCIENTIFIC INC	840.05
1026190	03/20/2023	FOLLETT CONTENT SOLUTIONS LLC	280.52
1026191	03/20/2023	GOLD STAR FOODS	12,096.25
1026192	03/20/2023	HARDWOODS SPECIALTY PRODUCTS US LP	1,603.85
1026193	03/20/2023	HOME DEPOT INC	452.27
1026194	03/20/2023	JUNIOR LIBRARY GUILD	544.18
1026195	03/20/2023	JW PEPPER & SON INC	780.57
1026196	03/20/2023	LUX BUS AMERICA	4,099.21
1026197	03/20/2023	OFFICE DEPOT	346.70
1026198	03/20/2023	P & R PAPER SUPPLY COMPANY INC	3,917.34
1026199	03/20/2023	PALACE BUSINESS SOLUTIONS	4,775.05
1026200	03/20/2023	PHOENIX CERAMICS SUPPLY	362.11
1026201	03/20/2023	POSITIVE BEHAVIOR SUPPORT CORP	6,750.00
1026202	03/20/2023	RJMS CORPORATION DBA TOYOTA MATERIAL	294.00
1026203	03/20/2023	ROGER'S REFRIGERATION INC	631.16
1026204	03/20/2023	SAFEWAY STORES INC ACCT 58624	39.87
1026205	03/20/2023	SAN LORENZO LUMBER AND HOME CENTER	495.22
1026206	03/20/2023	SANTA CRUZ COUNTY BASKETBALL	1,250.00
1026207	03/20/2023	SCHOLASTIC INC.	62.59
1026208	03/20/2023	SCHOOL SPECIALTY LLC	3,199.99
1026209	03/20/2023	SIERRA SCHOOL EQUIPMENT	463.22
1026210	03/20/2023	SOCIAL & ENVIRON. ENTREP GROUNDSWELL COASTAL ECO	2,000.00
1026211	03/20/2023	STAPLES ADVANTAGE	484.41
1026212	03/20/2023	SYSCO FOOD SERVICES OF SF	5,351.28
1026213	03/20/2023	WARDS NATURAL SCIENCE EST. INC	1,179.87
1026214	03/20/2023	WATSONVILLE COAST PRODUCE	3,194.89
1026215	03/20/2023	ABRITE, A SPEECH PATHOLOGY CORPORATION	3,860.20
1026216	03/20/2023	SUTTER HEALTH PLUS	451,782.18
		Total Number of Checks	89
			1,272,760.59

Fund Recap

Fund	Description	Check Count	Expensed Amount
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Checks Dated 03/14/2023 through 03/26/2023

Check Number	Check Date	Pay to the Order of	Check Amount
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Fund Recap

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
01	GENERAL/COUNTY SCHOOL	72	597,131.29
13	CAFETERIA SPECIAL REVENUE	10	39,969.65
21	BUILDING	8	564,999.75
40	SPL RESV CAPITAL OUTLAY PRJ	3	70,660.97
Total Number of Checks		89	1,272,761.66
Less Unpaid Tax Liability			1.07
Net (Check Amount)			<u>1,272,760.59</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Annual Green Schools Committee Report

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The Green Schools Committee continues to encourage efforts to lighten the District's environmental footprint and to integrate environmental education and student participation into school-wide environmental initiatives, including using partnerships with environmental education providers.

The Committee provides the Board of Trustees an annual report on the District's efforts to address environmental sustainability.

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.

Santa Cruz City Schools Green Schools Committee
Thirteenth Annual Report
April 13, 2023

The Green Schools Committee met three times during the 2022-23 school year: 10/20/2022; 1/26/2023; 3/16/2023. Our last meeting is scheduled 4/13/2023.

Committee Members in Attendance:

Chris Soriano, Museum of Natural History
Pauline Seales, Climate Action
Leslie O'Malley, City of Santa Cruz Waste Reduction
Janice Kelly, City of Santa Cruz Waste Reduction
Tiffany Wise West, City of Santa Cruz Climate Action Program
Maryna Sedoryk, City of Santa Cruz Water Department
Mary Ann LoBalbo, County of Santa Cruz
Zav Hershfield, Member of the Community (Owner of Compost Service)

District Staff:

Jim Monreal, SCCS Assistant Superintendent
Kinsey Dickson, SCCS Executive Assistant
Amy Hendrick-Farr, SCCS Director of Food Service
Trevor Miller, SCCS Director of Maintenance, Operations & Transportation
Thien Hua, Elementary Principal Representative
Derek Kendall, Secondary Principal Representative
Veronica Zaleha, Santa Cruz High School Librarian
Keresha Durham, ARK Independent Studies Teacher
Stu Branoff, Bay View Elementary
Melissa Schilling, Harbor High School Teacher

SCCS School Board:

Kyle Kelley, SCCS Trustee
John Owen, SCCS Trustee

SUMMARY

The committee met according to schedule this year. The highlights included the following updates from committee members, district staff, and community members:

Trevor Miller, Director of Maintenance, Operations and Transportation (MOT):

Throughout the school year, Trevor Miller shared several improvements made around school sites to help the campuses run more efficiently. Trevor and his team have been working hard on making necessary, long-term updates to existing structures, as well as securing an electric school bus manufacturer that will help the district in acquiring four new electric buses to replace older buses. Trevor continued to update the committee on the Solar Panel installation happening at several school sites.

Amy Hedrick-Farr, Director of Food Services:

The focus of Food Services continued on schools using less plastic and increasing use of locally sourced food products. Pre-pandemic, SCCS had moved to all compostable products, and has progressed to re-establish compostable products this school year and to increase use next school year. Amy has been in conversation with community partners about improvements that can be made to lower waste in the kitchen. The district's Farm to Table Grant entered the second year of grant funding for the nutrition program. The Food Service Department continued to develop the nutrition program by securing grant funding for future programs and continuing to build relationships with local farmers and food suppliers. The district recently hired a baker/chef to start creating meals from scratch, which will cut down on packaging waste and increase nutritional value.

Thien Hua, Elementary Principal:

Thien Hua is the District's Elementary representative and shared that DeLaveaga Elementary has an active green team on campus that goes around every Friday to make sure all recycling is disposed of properly. Biodegradable forks and spoons have cut down on litter at the school site. In partnership with the MOT project, LED lights have been installed in classrooms and common areas, tremendously improving the school site. The site is also working toward more thoughtful water conservation and will be having an assembly to inform students. Initiatives are in place to promote more walking and biking to school. Bike Smart and Walk Smart are two programs on campus promoting bike safety and walking safety for all grade levels at DeLaveaga Elementary. The school received grant funding with the help of UCSC and Big Creek Lumber to update the school's garden space and lifelab boxes.

Derek Kendall, Middle School Principal:

Derek Kendall is the District's Secondary Schools representative and shared there has been an increase in students and school staff riding bikes to school and work. Mission Hill's Environmental Club has been active this year, with activities that include an open discussion on how to cut down waste at the school site and investigating a tree machine program that plants a tree for donated clothing. The storms taking place from January to March were a great opportunity to teach the students about ocean erosion and the impact storms have on the community and in nature. Science classes are engaged in waste reduction projects and continue to collect data about reducing waste. LED lighting will be updated on campus during the week of Spring Break to replace all old lighting at Mission Hill Middle School, improving energy use at the school site.

Melissa Schilling, Harbor High School Teacher

During the 2022-23 school year students at Harbor High School started a podcast, formed a new club on campus, and coordinated several field trips to increase student learning and engagement. This year students focused on building connections with environmental advocates in the community, land-stewards, and park rangers, to start a Call-to-Action campaign centered around saving the native Marbled Murrelet bird species. The Climate Justice Club met during the spring to design materials for the project which included scientific illustrations, stickers, tote bags and handmade recycling kits to build awareness in the community. The kits contain clean-up supplies to manage excess food waste and prevent non-native bird species from taking over native bird species' natural habitats. The Climate Justice Club participated in seven hands-on learning field trips this school year and plan to explore ten local state parks next school year.

Keresha Durham, ARK Independent Studies Teacher

Keresha shared several carbon neutral improvements that can be made across school sites, including but not limited to requiring a Climate Science unit for grades K-12 with information on how to live environmentally or sustainably (for units contact: PaulineSeales120@gmail.com), active transportation incentives, get students moving more, replacing windows with double-pane, sealing doors and windows, managing heating and cooling systems more appropriately, installing solar for heating water, putting solar panels on structures and over pavement, fixing dripping faucets, low-water water faucets and toilets, and stopping the use of fossil-fuel gas leaf blowers. Keresha used the recent storms to inform her students about the Climate Emergency and discuss extreme water cycles, fires, and floods.

Chris Soriano, Museum of Natural History:

During this school year 15 to 20 students met once a week to continue to remove invasive plants and plant 200 native plants around the museum and city's outdoor spaces. By the end of

the school year, students have successfully cleaned-up and improved over 300 feet of trails. The museum has been working with Santa Cruz City Parks, Santa Cruz County Parks, Santa Cruz Mountain Trail Stewards, San Lorenzo Valley Water District, UCSC Natural Reserve, The Coastal Watershed Council, The Land Trust of Santa Cruz County, and The Watsonville Wetlands Watch for several ongoing projects. Students are taking photos of the work happening to showcase progress at the Museum and what is happening in the community. The museum recently started a middle school program for students called "Nature Club." The Nature Club has had 6 programs that successfully connected students to nature. Chris shares the stewardship learning service programs for high school students continues to grow and the museum has been partnering with local organizations to develop the program further.

Leslie O'Malley, City of Santa Cruz Waste Reduction:

Leslie O'Malley shares that in-person tours have resumed at the City of Santa Cruz Waste Reduction Facilities. Several classes from the district participated in tours, and transportation was provided by the city. Leslie is pleased to share that DeLaveaga Elementary has three zero waste kits currently at their school. SB1383, the program keeping organics out of the landfill, has occupied a lot of energy. City representatives remain an intermediary between the state and city guidelines.

Maryna Sedoryk, Santa Cruz Water Department

During the 2022-23 school year the City of Santa Cruz Water Department hosted a poster contest paired with watershed education field trips for elementary school students in the district. The water department hopes to partner with the district more next school year.

Mary Ann LoBalbo, Santa Cruz County

Tours have resumed at the landfill. Mary Ann was excited to share that classes are returning to participate in tours. Santa Cruz County would like to remind schools that Green School Certification in 2023-24 is possible. Many schools around the county have implemented organic collection, waste reduction activities, and district led lighting retrofits and solar installation. The certification process that includes collaborations not just within the school but also with districts, parents and community based organizations is happening throughout the County.

Tiffany Wise West, City of Santa Cruz

Tiffany shares that the City adopted a climate action plan for 2030 in September 2022. Implementation of the climate action plan was kicked-off at the beginning of 2023. The central coast launched one uniform platform and each city has a landing page. Current focus is to grow the city's resiliency program. There are hopes to start a new program geared towards families

that would be unique to Santa Cruz City Schools and the city is open to discussion. More community driven opportunities include landscaping electrification transition incentives, looking into building electrification in commercial and residential building projects, and the county and city teaming up to educate students about the importance of ocean conservation by touring the new murals around town, connecting art, climate, and ocean protection.

Janice Kelly, City of Santa Cruz Waste Reduction:

Janice shared information about the City of Santa Cruz newsletter, which is a great way to stay informed about what is happening around the city. The city kicked off a pilot program collecting food scraps at Mission Hill Middle School and is looking for other schools interested in participating. Schools visited the recycling facilities this year, and school sites continue to educate students about the importance of food scrap collection. There are hopes to offer in-class presentations and activities to inform students and families about how to prevent litter, inspire more recycling, and gain greater understanding about why it is important to properly dispose of food waste. The city hosted a poster contest and Earth Day Environmental Class Project to increase student engagement.

Pauline Seales, Climate Action:

Pauline Seales mentors the Local Youth Group called Youth for Climate Justice. At each meeting Pauline reports on recent and current Climate related events for students and community members. Pauline continues to stay relevant with students by sharing educational tools and materials.

Zav, Community Member from Hardcore Compost:

One of the owners of Hardcore Compost, Zav, wanted to introduce themselves and hopes to start collaborating with various school sites to inspire more composting in the community. The organization has successfully collected more than 250 household's compost, mostly kitchen waste, and uses a compost site located near the Homeless Garden Project on the West Side.

The Green Schools Committee endorses the report above, and wishes to reaffirm the mission statement of the Green Schools Committee: "to develop and recommend to the Board policies that meet State standards, lighten the District's environmental footprint and integrate environmental education and student participation in environmental initiatives using partnerships with environmental education and public and non-profit agencies."

Photographs from Fieldtrips for the 2022-23 School Year:





Respectfully Submitted,

Jim Monreal
Assistant Superintendent
Business Services
SCCS

Kinsey Dickson
Executive Assistant
Business Services
SCCS

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve Resolution 38-22-23, Establishing the Anthony Brown Memorial Scholarship Fund at Santa Cruz High School

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Resolution 38-22-23, establishing the Anthony Brown Memorial Scholarship Fund at Santa Cruz High School.

BACKGROUND:

Anthony Brown was a Track and Field Coach at Mission Hill Middle School and at Santa Cruz High School. His time at Mission Hill Middle School ranged from 1995 to 1999 and at Santa Cruz High School from 2000 to 2016. His coaching enriched the lives of hundreds of Santa Cruz students, athletes and community members. As a leader, Anthony encouraged students to challenge themselves physically athletes. Anthony's influence on the track and field led many students to success. Anthony also encouraged students to have fun, cultivate connections, and find tangible goals outside of the sport.

Anthony's impact on the Santa Cruz community was not only in the track and field. His dedication to athletes and their families was unmatched. He was always willing to help those in need even at the expense of his own resources and time. Establishing the scholarship will continue Anthony's legacy of support by helping students continue their education at the college level. The scholarship's funds will help those awarded pay for post-secondary education.

Student athletes participating in Track & Field at Santa Cruz High School may apply by filling out the Santa Cruz High School General Scholarship Application. The Anthony Brown Memorial Scholarship Fund Committee will select eligible student(s) to receive the scholarship(s) on an annual basis. All members of the Committee have the option to vote in person or remotely (via video conference, email, or phone).

The criteria used to determine the scholarship(s) recipient(s) will be:

- The student must be a Santa Cruz High School senior who has maintained academic eligibility, has demonstrated a drive toward self-improvement and uplifting others both on and off the track.
- The student must be committed to continuing education at a two-year or four-year institution or post-secondary career or technical training program.

AGENDA ITEM: 8.1.2.4

- To receive the funds, the scholarship recipient(s) must provide the Santa Cruz High School Scholarship Coordinator by June 30th of each active year, proof of enrollment in one of the types of academic or training institutions noted above and a completed a W-9 form.

Scholarship amounts will be based on donations collected by the Anthony Brown Memorial Scholarship Fund Committee each year.

FISCAL IMPACT:

None

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

**SANTA CRUZ CITY SCHOOL DISTRICT
RESOLUTION # 38-22-23**

**BEFORE THE SANTA CRUZ CITY SCHOOL DISTRICT BOARD
AUTHORIZING THE ESTABLISHMENT OF THE ANTHONY BROWN MEMORIAL FUND
AT SANTA CRUZ HIGH SCHOOL**

WHEREAS, the Anthony Brown Memorial Scholarship is established by Victor Dubin and Santa Cruz High School Track & Field Alumni, in memory of Coach Anthony Brown, a Santa Cruz High School Track & Field Coach from 2000 to 2015; and

WHEREAS, a scholarship will be awarded annually from the account to a student or students graduating from Santa Cruz High School; and

WHEREAS, the recipient(s) will be a current Santa Cruz High School student or students who maintained academic eligibility for the entire Track & Field season, demonstrated outstanding sportsmanship, showed excellent athletic performance, and performed exemplary leadership on and off the track; and

WHEREAS, the recipient(s) plan to enter a two-year or four-year institution or post-secondary career, or technical training program; and

WHEREAS, no special application is required other than the Santa Cruz High School General Scholarship Application; and

WHEREAS, recipient(s) will be selected by the Anthony Brown Memorial Scholarship Fund Committee; and

WHEREAS, in order to receive the funds, the scholarship recipient(s) must provide the Santa Cruz High School Scholarship Coordinator with proof of enrollment in college or in a career/technical program, a completed W-9 form, and a copy of the thank you letter written to the Anthony Brown Memorial Scholarship Fund Committee; and

NOW, THEREFORE, BE IT RESOLVED, the District’s accounting department be directed to deposit all donations in a separate interest-bearing fund to be named the “Anthony Brown Memorial Scholarship Fund.”

On motion of _____, Seconded by _____, the forgoing resolution is hereby PASSED and ADOPTED BY the Santa Cruz City Schools Governing Board on the 12th day of April 2023 by the following votes:

AYES: _____ NOES: _____ ABSTAIN: _____ ABSENT: _____

President of the Governing Board of Santa Cruz City Schools

Secretary of the Governing Board of Santa Cruz City Schools

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel Actions

MEETING DATE: April 12, 2023

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 EXTRA WORK ASSIGNMENTS:

Marianne Callahan, ELPAC Proctor, DeLaveaga Elementary, 1/16/23-5/15/23, not to exceed 10 hours

Jason Chew, Saturday School Supervisor, Soquel High, 3/16/23-6/15/23, not to exceed 24 hours

Carmen Clark, Art Enrichment Provider, Branciforte Middle, 2/16/23-5/15/23, not to exceed 22 hours

Jason Dilles, Grading Inquiry Project Research Team, Santa Cruz High, 12/16/22 –6/15/23, not to exceed 20 hours

Raven Graham, After School ASES Substitute, Gault Elementary, 2/16/23-3/15/23, not to exceed 10 hours

Rhea Hadzis, Performing Arts Director, Mission Hill Middle, 4/16/22 –6/15/23, \$750 stipend

Katelyn Hochler, Grading Inquiry Project Research Team, Santa Cruz High, 11/16/22 –6/15/23, not to exceed 20 hours

Maritza Jimenez, Dos Alas TWI Presentations, DeLaveaga Elementary, 1/11/23-3/15/23, not to exceed 3 hours

Dana Johnson, After School ASES Substitute, Gault Elementary, 3/16/23-4/15/23, not to exceed 10 hours

Jody Lust, After School ASES Substitute, Gault Elementary, 3/16/23-4/15/23, not to exceed 10 hours

Rosa Martinez, Family Art Night, Gault Elementary, 2/16/23-4/15/23, not to exceed 6 hours

Melissa Menser, End of the Year Assessments & IEP Meetings, Special Education, 5/16/23-6/15/23, not to exceed 20 hours

Katherine Mitchell, After School Tutoring, Soquel High, 3/16/23-6/15/23, not to exceed 20 hours

2022-2023 EXTRA WORK ASSIGNMENTS (continued):

Tyler Olson, Grading Inquiry Project Research Team, Santa Cruz High, 12/16/22 –6/15/23, not to exceed 20 hours

Leif Rovick, Saturday School Supervisor, Soquel High, 2/16/23-6/15/23, not to exceed 24 hours

Mandy Rubin, Family Art Night, Gault Elementary, 2/16/23-4/15/23, not to exceed 6 hours

Steven Salas, After School ASES Substitute, Gault Elementary, 3/16/23-4/15/23, not to exceed 10 hours

Nancy Sapunor, Dos Alas TWI Presentations, DeLaveaga Elementary, 1/11/23-3/15/23, not to exceed 3 hours

Matthew Schilz, Saturday School Supervisor, Soquel High, 3/16/23-6/15/23, not to exceed 24 hours

Stella Schmitt, Family Art Night, Gault Elementary, 2/16/23-4/15/23, not to exceed 6 hours

Dylan Vahradian, After School ASES Substitute, Gault Elementary, 2/16/23-3/15/23, not to exceed 10 hours

Dylan Vahradian, Family Art Night, Gault Elementary, 2/16/23-4/15/23, not to exceed 6 hours

Alexis Vargas, Saturday School Supervisor, Soquel High, 3/16/23-6/15/23, not to exceed 24 hours

Lacie Wall, After School ASES Substitute, Gault Elementary, 3/16/23-4/15/23, not to exceed 10 hours

Carina Wandel, Saturday School Supervisor, Soquel High, 3/16/23-6/15/23, not to exceed 24 hours

Lani White, Dos Alas TWI Presentations, DeLaveaga Elementary, 1/11/23-3/15/23, not to exceed 3 hours

2022-2023 EXTRA WORK ASSIGNMENTS (continued):

Bronwyn Wyrch, After School ASES Substitute, Gault Elementary, 3/16/23-4/15/23, not to exceed 10 hours

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel Actions

MEETING DATE: April 12, 2023

FROM: Molly Parks, Assistant 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 3/27/23*

• Employment Actions Concerning Regular Assignments •

Probationary (New Hires or Temporary Employees Made Regular):

Presburger, Ailan, Paraeducator-Academic Intervention - WL, 3 hrs/9 mos and Yard Duty Monitor - WL, .6 hrs/9 mos, effective 3/20/23

Decrease in Hours:

Ortiz Rios, Maritza, Health Office Assistant, MHMS, from 3 hrs/9 mos to 1.8 hrs/9 mos, effective 1/19/23

Increase in Hours:

Ortiz Rios, Maritza, Health Office Assistant, MHMS, from 1.8 hrs/9 mos to 3 hrs/9 mos, effective 3/20/23

Promotion:

Balke, Sean, from Education Technology Specialist - IT, 8 hrs/12 mos to Lead Technology Specialist - IT, 8 hrs/12 mos, effective 3/13/23

Reinstatement:

Martinez Garzia, Perla, from Campus Safety Supervisor - HHS, 8 hrs/9 mos to Behavior Technician-Sped - BMS, 5.2 hrs/9 mos, effective 3/20/23

Separation from Service:

Hatch, Robyn, Behavior Technician-Sped - BV, 5.2 hrs/9 mos, effective 3/22/23

• Short Term (not to exceed 126 days)/Substitutes •

New Substitute and Short Term Employees:

Arvilla, Kaia, Paraeducator-Academic Intervention - Various, effective 3/15/23

Benetua, Jacqueline, Grant Writer-Resource Development Coordinator - Curr, effective 3/14/23

Existing Substitute and Short Term Employees:

Artiga de Paz, Erika, Night Custodian - SHS, not to exceed 340 hrs, 2/16 - 6/30/23

Boggs, Mahki, Night Custodian - DL, not to exceed 80 hrs, 3/16 - 6/15/23

Bryant, Kayden, Instructional Specialist - Life Lab, not to exceed 188 hrs, 2/16 - 6/30/23

Flores, Elliot, Night Custodian - DL, not to exceed 80 hrs, 3/16 - 6/15/23

Kern, Kim, Paraeducator-After School - BV, not to exceed 70 hrs, 2/16 - 5/25/23

Lainez Navarrete, Silvia, Night Custodian - BMS, not to exceed 80 hrs, 2/28 - 5/31/23
Lainez Navarrete, Silvia, Night Custodian - BV, not to exceed 48 hrs, 2/21 - 2/28/23
Lainez Navarrete, Silvia, Night Custodian - DL, not to exceed 48 hrs, 2/21 - 2/28/23
Navarro Ortiz, Melissa, Paraeducator-TK - DL, not to exceed 200 hrs, 3/1 - 6/15/23
Ruiz-Elizarraraz, Daniel, Education Technology Specialist - IT, not to exceed 221 hrs, 1/16 - 3/15/23
Urbano, Veronika, Office Assistant - DO, not to exceed 13 hrs, 2/16 - 3/15/23

Regular Employees (Extra Hours, Short Term Assignments, or Substitute Assignments):

Morning, Gina, Paraeducator-Academic Intervention - GA, not to exceed 10.47 hrs, 2/16 - 4/15/23
Noguera, Marion, Paraeducator-Sped - MHMS, not to exceed 5 hrs, 2/16 - 3/15/23
Pezzolo, Celeste, Behavior Technician-Sped - SP, not to exceed 6 hrs, 2/15 - 3/16/23
Salenger, Karina, Occupational Therapist - SP, not to exceed 44 hrs, 2/16 -6/15/23
Wal
Williams, Daryle, Day Custodian - SCHS, not to exceed 40 hrs, 12/16/22 - 6/15/23

Retired (Short Term Assignments, or Substitute Assignments):

Routh, Patricia, Campus Safety Supervisor - BMS, not to exceed 40 hrs, 2/16 - 3/15/23

• Eligibility Lists Established •

None

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Overnight Field Trip: Santa Cruz High School Baseball

MEETING DATE: April 12, 2023

FROM: Molly Parks, Assistant Superintendent of Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the overnight trip for students from Santa Cruz High's Varsity Baseball team to travel to Fowler, California.

BACKGROUND:

The Santa Cruz High School Varsity Baseball team will travel to Fowler, California the weekend of April 22, to play two games against competing high schools. The team will travel by carpool with parent volunteer drivers and will stay overnight in a local hotel. SCHS will play against Kingsburg High School and Fowler High School on April 22. The team will return to Santa Cruz on April 23. No school will be missed due to this trip and no student will be denied travel and participation due to lack of funds.

FISCAL IMPACT:

Approximately \$700 paid for by fundraising and parent donations.

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

SCHS Baseball Trip

April 22 – 23, 2023

Saturday, April 22nd

10:00 – leave Santa Cruz for Fowler, CA

3:00 – Game 1

6:30 – Game 2

Sunday, April 23rd

Return to Santa Cruz

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Consultant Services Agreement: Lisa DuPont

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Ratify the attached Request for Consultant Services Agreement for assessment support in the special education department through the 2022-2023 regular school year from March 29, 2023 through June 30, 2023 . *Due to the confidentiality regulations that protect the identity of disabled pupils, the student names have been omitted.*

BACKGROUND:

This request for Consultant Services Agreement will provide 56 total hours of assessment support for the special education department as the current quantity of needed student assessments is not able to be addressed by existing staff. These 56 hours of additional assessment support will be performed by Lisa Dupont, a Licensed School Psychologist.

FISCAL IMPACT:

Not to exceed \$7,000 Special Education (Restricted)

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

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

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

Prepared by Stacy O'Farrell, Director of Special Education

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: _____ Principal/Director: _____

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

Qualifications of Consultant: _____

Name of Consultant: _____ Tax I.D.# or SSN: _____

(Vendor Data form to Purchasing)

Address: _____ Telephone #: _____

City/State/Zip: _____ Email: _____

Date(s) of Service: _____ Time: _____

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

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

Lodging: _____ Transportation: _____

TOTAL FEE TO BE PAID: _____ Account #: _____

Write out funding source (i.e., LCFF, Base, Title), if categorical or LCFF Supplemental, include single plan goal and action:

Approval of Business Services verifying account: _____ Date: _____

Authorized Signature of Consultant: _____ Date: _____

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

Signature of Administrator Requesting Service

Approval of Assistant Superintendent

Date: _____

Date: _____

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: _____

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).

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

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.

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

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

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Belli Architectural Group, Inc. Change Order #1 for Harbor High School and Branciforte Middle School Emergency Gate Planning

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Belli Architectural Group, Inc. change order #1 for Harbor High School and Branciforte Middle School emergency gate planning.

BACKGROUND:

This change order consists of additional architectural services as a result of expanded scope. The expanded scope was to develop a universal gate detail that will be provided to all other architectural partners to establish a District-wide standard. The previously approved contract amount was \$14,500.00 and the new total contract, including this change order, will be \$18,750.00. All of these District projects are being funded through Redevelopment Agency funds.

FISCAL IMPACT:

Change Order #1 \$10,500.00 (29.31% increase to the contract), Secondary Redevelopment Agency Funds (Restricted)

Breakdown by Site:

\$5,250.00 Harbor High School

\$5,250.00 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

AGENDA ITEM: 8.2.2.1.

Belli Project #22034

**FORM OF AMENDMENT TO ADD PROJECT TO AGREEMENT
(Hourly Fee, with Not-to-Exceed Limit)**

Pursuant to the agreement between the Santa Cruz City Schools (“District”) and Peartree+Belli Architects, Inc. (“Architect”) effective January 17, 2017 (“Agreement”) for the Measure A construction program, the District and Architect agree to amend the Agreement to add architectural services for design and construction administration of the following Branciforte Middle School project (“Project”):

Campus-Wide Emergency Egress Gate Planning

Engineering

- Structural engineering to generate universal gate post footing design and metal fabrication welds.

Specifications

- Develop universal product specifications for the following
 - Gate hardware (in compliance with District Access Control standards)
 - Gate security deterrents

The terms of the Agreement are incorporated into, and govern, this amendment except as may be provided otherwise by this amendment. In the event of a conflict between the Agreement and this amendment, the terms of this amendment shall control.

For the Project, Architect shall perform the Basic and Additional Services specified in the Agreement and this amendment. Design-Bid-Build method is being used as the delivery method for the Project.

For the Basic Services satisfactorily performed under this amendment to the Agreement, Architect shall be compensated according to its hourly rate schedule (*Exhibit C* to the Agreement). Architect’s total compensation for its Basic Services shall not exceed \$5,000, which is Architect’s estimate of the maximum total cost of its Basic Services on the Project.

If the total amount invoiced by Architect reaches the not-to-exceed Basic Services amount before Architect’s Basic Services under this Agreement are complete, Architect must complete the Basic Services without submitting additional invoices, or receiving additional payment, for Basic Services.

Architect’s total reimbursement for Reimbursable Expenses shall not exceed \$250, which is Architect’s estimate of the maximum total cost of Reimbursable Expenses on the Project.

Architect shall provide a minimum of two (2) full-time employees for the Project before construction commences, and one (1) full-time employee after construction commences, to perform its duties and responsibilities under this Agreement.

For the period of this Project, the Architect shall have errors and omissions insurance on an occurrence basis, with limits of at least One Million Dollars (\$1,000,000) and with a deductible in an amount not to exceed the sum of Thirty Thousand Dollars (\$30,000).

ARCHITECT:

Peartree+Belli Architects, Inc.

By: David Peartree
David N. Peartree, President

Digitally signed by David Peartree
DN: C=US, E=david@belliag.com,
O=Belli Architectural Group,
OU=Belli Architectural Group,
CN=David Peartree
Date: 2023.02.08 07:40:56-08'00'

DISTRICT:

SANTA CRUZ CITY SCHOOLS

By: _____
Assistant Superintendent, Business
Services

Belli Project #22033

**FORM OF AMENDMENT TO ADD PROJECT TO AGREEMENT
(Hourly Fee, with Not-to-Exceed Limit)**

Pursuant to the agreement between the Santa Cruz City Schools (“District”) and Peartree+Belli Architects, Inc. (“Architect”) effective January 17, 2017 (“Agreement”) for the Measure A construction program, the District and Architect agree to amend the Agreement to add architectural services for design and construction administration of the following Harbor High School project (“Project”):

Campus-Wide Emergency Egress Gate Planning

Engineering

- Structural engineering to generate universal gate post footing design and metal fabrication welds.

Specifications

- Develop universal product specifications for the following
 - Gate hardware (in compliance with District Access Control standards)
 - Gate security deterrents

The terms of the Agreement are incorporated into, and govern, this amendment except as may be provided otherwise by this amendment. In the event of a conflict between the Agreement and this amendment, the terms of this amendment shall control.

For the Project, Architect shall perform the Basic and Additional Services specified in the Agreement and this amendment. Design-Bid-Build method is being used as the delivery method for the Project.

For the Basic Services satisfactorily performed under this amendment to the Agreement, Architect shall be compensated according to its hourly rate schedule (*Exhibit C* to the Agreement). Architect’s total compensation for its Basic Services shall not exceed \$5,000, which is Architect’s estimate of the maximum total cost of its Basic Services on the Project.

If the total amount invoiced by Architect reaches the not-to-exceed Basic Services amount before Architect’s Basic Services under this Agreement are complete, Architect must complete the Basic Services without submitting additional invoices, or receiving additional payment, for Basic Services.

Architect’s total reimbursement for Reimbursable Expenses shall not exceed \$250, which is Architect’s estimate of the maximum total cost of Reimbursable Expenses on the Project.

Architect shall provide a minimum of two (2) full-time employees for the Project before construction commences, and one (1) full-time employee after construction commences, to perform its duties and responsibilities under this Agreement.

For the period of this Project, the Architect shall have errors and omissions insurance on an occurrence basis, with limits of at least One Million Dollars (\$1,000,000) and with a deductible in an amount not to exceed the sum of Thirty Thousand Dollars (\$30,000).

ARCHITECT:

Peartree+Belli Architects, Inc.

By: David Peartree
David N. Peartree, President

Digitally signed by David Peartree
DN: C=US, E=david@belliag.com,
O=Belli Architectural Group,
OU=Belli Architectural Group,
CN=David Peartree
Date: 2023.02.08 07:40:56-08'00'

DISTRICT:

SANTA CRUZ CITY SCHOOLS

By: _____
Assistant Superintendent, Business
Services

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: North American Technical Services Change Order #1 for Gault Elementary School's New Classroom Building In-Plant Inspection Services

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve North American Technical Services change order #1 for Gault Elementary School's new classroom building in-plant inspection services.

BACKGROUND:

This change order consists of the inspection of the welding and fabrication of the elevator shaft for the new classroom building. The manufacturer notified us of this supplemental need for welding inspection after our original inspection contract was established. The previously approved contract amount was \$42,000.00 and the new total contract, including this change order, will be \$51,000.00.

FISCAL IMPACT:

Change Order #1 \$9,000.00 (21.42% increase to the contract), Measure B Funds (Restricted)

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

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

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

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

Prepared by Trevor Miller, Director, Facility Services

North American Technical Services

March 22, 2023

Santa Cruz City Schools
536 Palm St.
Santa Cruz, CA 95060

**RE: IN-PLANT INSPECTION SERVICES FOR RELOCATABLE CLASSROOM(S)-
Elevator Shaft for Gault Elementary School**

North American Technical Services is pleased to submit, for your review, our total cost proposal to perform D.S.A. in-plant inspection for the Elevator Shaft at TL Shields, San Fernando. The inspections shall be conducted according to the Division of the State Architects regulations and Title 24, C.C.R. School Buildings.

WORK TO INCLUDE:

- A. **IN-PLANT INSPECTION DSA #01-119989**
In-Plant Inspector
(AWS CWI QCI) Shop Welding and Fabrication
Braced Frame
Metal Stud Framing
1 Hr. Rated Assembly
Electrical
Mechanical
Final Finish Inspection

One (1) Elevator Shaft w/ Equipment Room

Work includes, lodging, travel, and meals

TOTAL.....\$9,000.00

If our proposal is acceptable, please issue a purchase order at your earliest convenience. All required DSA documentation will be forwarded to the district, the district architect and DSA upon completion of the in-plant construction and receipt of DSA approved plans. If you have any questions, comments or wish additional information please call me at (209) 545-1108.

David M Kaestner/JA/3-22-2023

North American Technical Services, Inc.
David M Kaestner

Santa Cruz City Schools

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Ross Recreation Change Order #1 for Bay View Elementary School Ball Wall

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Ross Recreation change order #1 for Bay View Elementary School ball wall.

BACKGROUND:

This change order consists of increases in prevailing wage rates since the initial contract was issued. The initial contract was issued over a year ago, but the work could not begin until the Division of State Architect (DSA) issued its approval. DSA approval of this project was contingent upon the closeout of the modernization project. The previously approved contract amount was \$18,427.48 and the new total contract, including this change order, will be \$20,569.48.

FISCAL IMPACT:

Change Order #1 \$2,142.00 (11.62% increase to the contract), Measure B Funds (Restricted)

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

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

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

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

Prepared by Trevor Miller, Director, Facility Services

CHANGE ORDER FORM

Santa Cruz City Schools
133 Mission Street, Suite 100
Santa Cruz, CA 95060

CHANGE ORDER NO.:

1

CHANGE ORDER

Project Bay View Elementary School Ball Wall

The following parties agree to the terms of this Change Order:

Owner:

Contractor:

Santa Cruz City Schools
133 Mission St., Suite 100
Santa Cruz, Ca 95060

Ross Recreation Equipment
100 Brush Creek Rd Suite 206
Santa Rosa, CA 95404

Reference	Description	Cost	Days Ext.
PCO # 1	Prevailing wage increases 2023	\$ 2,142.00	0
	Original Contract Amount:	\$ 18.427.48	
	Amount of Previously Approved Change Order(s):	\$ 0.00	
	Amount of this Change Order:	\$ 2.142.00	
	Contract Amount:	\$ 20.569.48	

The undersigned Contractor approves the foregoing as to the changes, if any, and the Cost, if any, specified for each item and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein.

This change order is subject to approval by the governing board of this district and must be signed by the District.

The compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractors costs and expenses, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

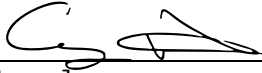
Signatures:

District:

Contractor:

_____ [Name]

_____ Date

 _____ [Name]

3/15/23
_____ Date

END OF DOCUMENT

SANTA CRUZ CITY SCHOOL DISTRICT

CHANGE ORDER FORM

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Annual Wellness Committee Report

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent of Business Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The current District Wellness Policy was created in 2006 through a robust committee including students, parents, teachers, administrators, and the community. This policy was one of the first in the state and nation, and included local purchasing, the elimination of unhealthy ingredients, restricted marketing and advertising on food packaging, and the incorporation requirements for physical activity. Santa Cruz City Schools' policy became one of the recommended templates for the State of California. In 2022, the District became one of the first districts to include the Whole Child Model in their planning and policy development. The annual Wellness Committee Report will provide an overview of the committee's work this year.

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 #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.



Annual Wellness Committee Update

April 12, 2023

Wellness Committee Mission

The educational mission of the Santa Cruz City Schools District includes improving the health and wellness in our community by teaching students to establish and maintain lifelong healthy habits.

Last Revised: April 13, 2022



SCCS Wellness Policy History

- 2005 Santa Cruz City Schools (SCCS) established the first Wellness Committee in the county
- 2006 Policy was adopted by the SCCS School Board
- 2010 Healthy Hunger Free Kids Act
- 2013 Policy updated to meet new nutrition requirements
- 2016 USDA Finalized regulations and framework
- 2022 Expanded policy to account for the “whole Child”

“Leader of the future movement”



The Whole Child Model

- School Nutrition
- Social Emotional School Climate
- Social Emotional Learning



School Nutrition

Nutritional Services

**Supporting the
Nutritional Health &
Wellness of All Students**



Foods Served

- **Breakfast, Lunch, Snack, & Supper Daily**
 - Lean Proteins
 - Whole Grain Breads
 - Farm Fresh Produce
 - Variety of Milk
- **Exceed all Federal Nutritional Regulations**
 - Calories
 - Fat & Saturated Fat
 - Sodium
 - Daily Nutritional Values
- **Smart Snack Compliant**

Nutrition Education

- Summer Meal Nutrition Education
- Culinary Arts Class at Branciforte Middle
- Homeless Garden Project
- Harvest of the Month District Wide



Social Emotional School Climate

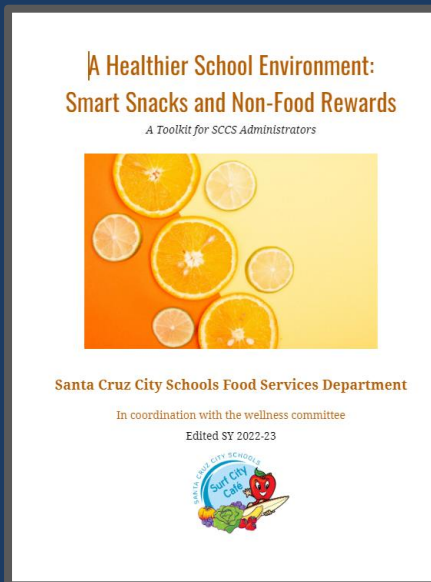
Supporting the Nutritional Health & Wellness of All Students

Administrative Resources

- Harvest of the Month Resources
- Teacher Website Resources
- Healthier School Environment Toolkit
- State Mandated Trainings
- Calciano Symposium
- School Safety Plans
- Mobile Emergency Response Team Youth

Universal Assessments/Support

- Social Emotional Health Survey
- California Healthy Kids Survey
- LGBTQ+ Climate Index Survey
- Columbia Suicide Severity Ratings Scale



Student Engagement

- Harvest of the Month Tastings
- Contests
- Student Feedback
- National School Breakfast Week
- National Nutrition Month
- Mental Health Pop-Up Events



Community Partners & Farmers

- Life Lab
- Santa Cruz Farmer Markets
- Eat for the Earth
- Smit Farms
- Coke Farms



Community Partners for Social Emotional Health

- Monarch Services
- National Alliance on Mental Illness (NAMI)
- Walnut Avenue Family and Women's Center
- Mobile Emergency Response Team for Youth (MERTY)
- Encompass Community Resources
- Thriving Youth Community Program
- Santa Cruz County Office of Education



Social Emotional Learning and Supports

Supporting the Social Emotional Health & Wellness of All Students



- Second Step
- Positive Behavior Intervention & Support
- Restorative Justice
- Trauma Informed Practices
- Student Trainings
 - Suicide Prevention
 - Active Consent
 - Sexual Harassment
- Small Group Counseling
- Individual Counseling
- Check In/Check Out (CICO)
- Re-entry Meetings
 - Student Safety Plans

Collaborative Success

Community resources coming together for a better whole child experience!



Next Steps



- Utilize the Healthy Habits Toolkit with administrators and teachers in the fall of 2023-24
- Increase outreach & communication about our Wellness policy to families and students
- Continue our work with school sites to link classroom, school garden, and cafeteria for a collaborative “healthy habits” initiative
- Complete the USDA tri-annual assessment measuring the effectiveness of the SCCS Wellness Policy by spring 2024
- Align our nutritional standards with the New Child Reauthorization Act 2020 (*released March 2023*)

Questions?



SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Arts, Music, and Instructional Materials Discretionary Block Grant Plan

MEETING DATE: April 12, 2023

FROM: Jim Monreal, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the 2022-23 Arts, Music, and Instructional Materials Discretionary Block Grant Plan.

BACKGROUND:

Under Assembly Bill 181, Section 134, the Arts, Music, and Instructional Materials Discretionary Block Grant was created to meet multiple expenses within school districts. The grant of one-time resources is intended to fund the following:

- Operational costs including but not limited to retirement and health care cost increases
- Purchase of COVID personal protective equipment
- Standards-aligned professional development and instructional materials
- Professional development on improving school culture
- Develop diverse and culturally relevant book collections

On February 9, 2023, staff from across the district were invited to meet and provide input on the best uses of the Arts, Music, and Instructional Materials Discretionary Block Grant funding and to discuss new Proposition 28 funds. Staff members, including art and music teachers, union representatives and site leaders met and discussed the needs of the district. The business team used the feedback provided in the meeting to create the attached plans for elementary and secondary districts.

Based on the input from this group, the one-time Discretionary Block Grant funds will be dedicated to offsetting STRS and PERS costs. Rising retirement costs will not be supported by the state's projected budget. Fiscal prudence demands that the District approve and implement a plan. It is staff's recommendation that the one-time Block Grant be applied to 2022-23 increased rates for the following:

- State Teachers Retirement System (STRS) that increased from 16.92% to 19.1%
- Public Employees Retirement System (PERS) that increased from 22.91% to 25.37%.

The increased health and retirement costs for the Elementary District amount to \$968,563 and

AGENDA ITEM: 8.5.1.2

costs for the Secondary District amount to \$1,798,759. These two increases together for the district exceed \$2,647,112.

FISCAL IMPACT:

Elementary District: \$755,239 (Art & Music Discretionary Restricted Revenue)

Secondary District: \$1,891,873 (Art & Music Discretionary Restricted Revenue)

The total Block Grant application to STRS and PERS costs represents \$2,647,112 one-time savings to the General Fund

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.

**Arts, Music, and Instructional Materials Discretionary Block Grant (Assembly Bill 181, Sec 134)
SAMPLE EXPENDITURE PLAN TEMPLATE**

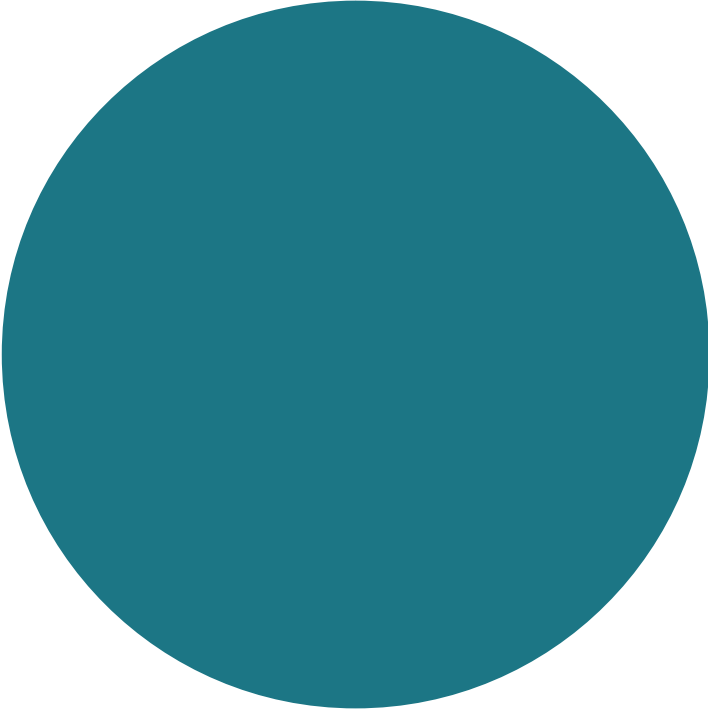
LEA Name:		Contact Name:		Email Address:		Phone Number:			
Santa Cruz City Elem		Jerene Lacey		jerenelacey@sccs.net		831-429-3410 x48229			
Total amount of funds received by the LEA:				Date of Public Meeting prior to adoption:		Date of adoption at public meeting:			
\$755,239				February 9, 2023		April 12, 2023			
Potential Instructional Investment Categories		Actions		Measures of Success		Funds Appropriated			
						2022-23	2023-24	2024-25	2025-26
1. Professional Development and Instructional Materials									
• <i>Visual and Performing Arts</i>	Professional Development								
	Instructional Materials								
• <i>World languages</i>	Professional Development								
	Instructional Materials								
• <i>Mathematics</i>	Professional Development								
	Instructional Materials								
• <i>ELA, including Early Literacy</i>	Professional Development								
	Instructional Materials								
• <i>History-Social Science</i>	Professional Development								
	Instructional Materials								
• <i>Ethnic Studies</i>	Professional Development								
	Instructional Materials								

• <i>Environmental Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Financial Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Computer Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Media Literacy</i>	Professional Development						
	Instructional Materials						
PD and Inst Materials Subtotal				\$0	\$0	\$0	\$0
Additional Potential Investment Categories	Actions	Measures of Success	Funds Appropriated				
			2022-23	2023-24	2024-25	2025-26	
2. Professional Development on School Culture							
3. Developing Diverse Book Collections							
4. Operational Costs	STRS/PERS Costs, Indirect Costs		\$755,239				
5. COVID-19 Costs.							
Yearly Totals			\$755,239	\$0	\$0	\$0	

Grand Total

\$755,239

2022-23 FUND ALLOCATION



**Arts, Music, and Instructional Materials Discretionary Block Grant (Assembly Bill 181, Sec 134)
SAMPLE EXPENDITURE PLAN TEMPLATE**

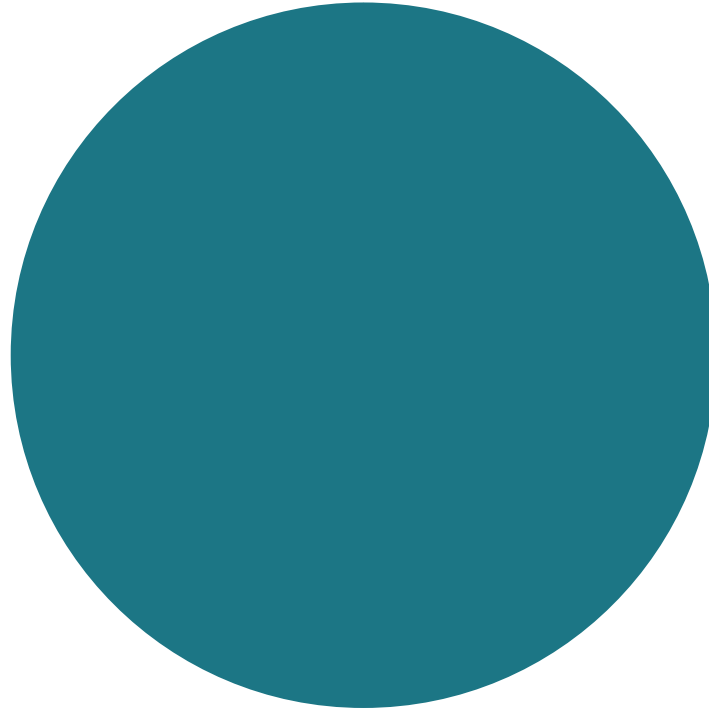
LEA Name:		Contact Name:		Email Address:		Phone Number:			
Santa Cruz City High		Jerene Lacey		jerenelacey@sccs.net		831-429-3410 x48229			
Total amount of funds received by the LEA:				Date of Public Meeting prior to adoption:		Date of adoption at public meeting:			
\$1,891,873				February 9, 2023		April 12, 2023			
Potential Instructional Investment Categories		Actions		Measures of Success		Funds Appropriated			
						2022-23	2023-24	2024-25	2025-26
1. Professional Development and Instructional Materials									
• <i>Visual and Performing Arts</i>	Professional Development								
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• <i>World languages</i>	Professional Development								
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• <i>Mathematics</i>	Professional Development								
	Instructional Materials								
• <i>ELA, including Early Literacy</i>	Professional Development								
	Instructional Materials								
• <i>History-Social Science</i>	Professional Development								
	Instructional Materials								
• <i>Ethnic Studies</i>	Professional Development								
	Instructional Materials								

• <i>Environmental Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Financial Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Computer Literacy</i>	Professional Development						
	Instructional Materials						
• <i>Media Literacy</i>	Professional Development						
	Instructional Materials						
PD and Inst Materials Subtotal				\$0	\$0	\$0	\$0
Additional Potential Investment Categories	Actions	Measures of Success	Funds Appropriated				
			2022-23	2023-24	2024-25	2025-26	
2. Professional Development on School Culture							
3. Developing Diverse Book Collections							
4. Operational Costs	STRS/PERS Costs, Indirect Costs		\$1,891,873				
5. COVID-19 Costs.							
Yearly Totals			\$1,891,873	\$0	\$0	\$0	

Grand Total

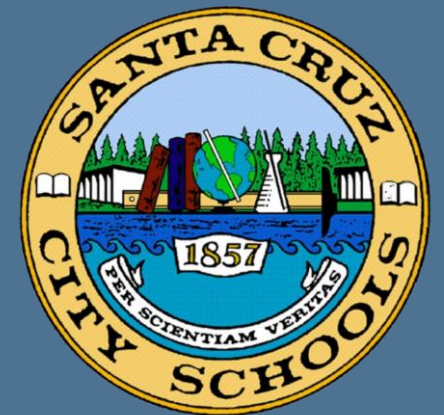
\$1,891,873

2022-23 FUND ALLOCATION



Art, Music & Instructional Materials *Discretionary Block Grant*

April 12, 2023



Art, Music & Instructional Materials Discretionary Block Grant

- Under **Assembly Bill 181, Section 134**, the Arts, Music and Instructional Materials Discretionary Block Grant is a one-time grant *created to address multiple expenses within school districts*
- This grant is **separate from Proposition 28 Visual & Performing Arts** Funding
- This grant is **one-time monies** intended for the 2022-23 school year
 - \$2,647,112 projected for SCCS
- The final payment for grant funding has been delayed to Summer



Proposition 28 for Visual & Performing Arts

- Passed by voters in November 2022
- Provides ***direct allocations to school sites*** for additional Visual & Performing Arts (VAPA) programming through the Single Plans for Student Achievement to be ***approved by each School Site Council***
- 80% must go to ***increasing VAPA personnel***
- Passage of this measure meant the Governor has ***proposed a reduction the poorly named Arts, Music & Instructional Materials Discretionary Block Grant***



Funding Options

- Operational costs including but not limited to **retirement & health care cost *increases***
- Purchase COVID **personal protective equipment**
- Standards-aligned **professional development & instructional materials**
- Professional development on **improving school culture**
- Develop **diverse & culturally relevant** book collections



Grant Funding *to increase* Health & Retirement Costs

- State Teachers Retirement System (STRS) increased from 16.92% to 19.1%
 - **Total Increase:** \$1,769,913
- Public Employees Retirement System (PERS) increased from 22.91% to 25.37%.
 - **Total Increase:** \$997,409
- Increased **health & retirement** costs for the *Elementary District:* \$968,563
- Increased **health & retirement** costs for the *Secondary District:* \$1,798,759
- These two increases together for the district exceed \$2,647,112.



Fiscal Impact on District

- **Elementary District:** \$755,239 (*State Restricted Revenue*)
- **Secondary District:** \$1,891,873 (*State Restricted Revenue*)
- \$2,647,112 one-time savings to the General Fund, both unrestricted and restricted

**The deficit amounts above have been projected by the Governor in his budget proposal*



Planning

- **Staff members**, including art and music teachers, union representatives, and school leaders, met and **discussed the needs of the district**
- SCCS Business Team used the feedback to **create a plan for elementary and secondary districts**



Recommendation

Approve the plan for the Arts, Music and
Instructional Materials Discretionary
Block Grant



Thank you & Questions



SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Staff Report: DELAC Annual report

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The purpose of the District English Learner Advisory Council (DELAC) is to provide guidance and recommendations 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, and with 51 or more English learners must form a District-level English Learner Advisory Committee or a subcommittee of an existing district-wide advisory committee. Parents or guardians of English Learners not employed by the district must constitute a majority of membership (51% or more) of the committee. Each site's English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one member to the District English Learner Advisory Council (DELAC).

The California Department of Education requires that the following topics be covered annually in the DELAC meeting:

- Train District English Learner Advisory Council members on roles and responsibilities
- Advise the district on:
 - the revision of the master plan for English Learners
 - programs and services for English Learners
 - procedures used to reclassify English Learners
 - notifications sent in writing to parents
- Assist in the district 's needs assessment on a school-by-school basis
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)

In 22-23, four DELAC meetings were scheduled with specific goals and outcomes, including increased parent participation, the presentation of relevant school topics, a review of English Learner reclassification, and the continued overall effort to support DELAC parents in the communication loop between the site and the committee. Staff will present a report on these outcomes, as well as goals for the 2023-24 school year.

AGENDA ITEM: 8.5.2.1

FISCAL IMPACT:

\$1,000 Childcare & Snacks for DELAC meetings, Title I (Restricted)

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

District English Learner Advisory Council

2022-23 update

April 12, 2023



District English Learner Advisory Council requirements

Topics that must be
covered to meet State
Mandates

- Train members on roles and responsibilities
- Advise the district on English Learner
 - master plan
 - programs and services
 - procedures used to reclassify
 - notifications sent in writing to parents
- Assist in schools' needs assessments
- Provide input to the Local Control and Accountability Plan (LCAP)



2022-23 Meetings

October 3, 2022:

1. Training on roles and responsibilities
2. Site needs assessment
3. Reclassification procedures
4. Written notifications

December 5, 2022

1. Site needs assessment
2. Understanding transcripts and the importance of A-G (college prep course completion in high school)

March 6, 2023:

1. LCAP input
2. Input on revision to English Learner Master Plan reclassification criteria

May 1, 2023

1. Dashboard data
2. Site needs assessment
3. Planning for next year



Goals for the year

- Strengthen site English Learner Advisory Committee input & feedback
- Educate students and parents on reclassification requirements
- Increase Participation
- Demonstrate the power of parent input
- Support parent understanding of specific school topics



22-23 Outcomes

- District English Advisory Council meetings scheduled to run between every two site English Learner Advisory Committee meetings allowing for a strong communication/feedback loop
- Participation increased from seven to nine school sites
- 22-23 topics included A-G college course requirements, reading a transcript, California Dashboard information and other pertinent topics
- Parent feedback led to changes, including an update of reclassification criteria



2023-24 Meetings

- Continue to increase participation to ensure that each school has a representative
- Continue to include topics beyond what is required that are of interest to parents
- Maintain opportunities for parent input
- Support parent leadership of the District English Learner Advisory Council to be confident ambassadors to their site



Thank yous

- To Jose Quevedo for translating and cooking dinner for every meeting
- To Elizabeth Garcia Avila for taking notes
- To the District English Learner Advisory Council parents for providing leadership



Questions?



SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Curriculum Master Plan Update

MEETING DATE: April 12, 2023

FROM: Dorothy Coito, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Updated Curriculum Master Plan.

BACKGROUND:

Prior to the 2013-14 school year, the State dedicated categorical resources to instructional materials and curriculum adoptions. With the advent of the Local Control Funding Formula (LCFF), Districts must plan for and allocate funds from the LCFF Base Budget to ensure resources are provided to support the instructional program and student achievement.

Staff will present an update on the District’s Curriculum Master Plan. The purpose of the Curriculum Master Plan is to outline the District’s curriculum and instruction needs with a corresponding budget for a five-year period. The Plan lays out what the focus will be for each year in curriculum, assessments, professional development, and instructional technology. In addition, the Plan sets budgets and funding sources to help plan for future expenditures. Each year, the Learning and Achievement Department evaluates the plan and updates as necessary. The metrics in the Excellence & Equity Action Plan are used to monitor the plan and make adjustments for future years.

Curriculum: Curriculum is the tools that are required for instruction and intervention in the classroom. High quality, standards based curriculum is crucial for providing strong Tier 1 instruction in all classrooms.

Assessment: Assessments are part of the Response to Intervention (RtI) and Multi-tiered Systems and Support (MTSS) framework used to monitor student progress and inform instruction and intervention needs. Formative and summative assessments identify what students have learned and where they have gaps in their learning. In SCCS, we use curriculum based assessments, as well as digital diagnostic assessments to monitor students’ progress. Teachers use assessment data to understand what their students have learned, and what their next steps in teaching should be.

Professional Development: Research has established the the single most important factor in student success is our classroom teachers. High quality professional development is the key to high quality Tier 1 instruction for all students. The Curriculum Master Plan lays out a timeline

AGENDA ITEM: 8.5.1.2.

for professional development for all staff. The Learning and Achievement department works with principals and teachers to set priorities for the upcoming years.

Instructional Technology:

Instructional Technology and Education Technology is a requirement for any classroom in the 2020’s. Students must be taught how to use technology creatively and ethically to prepare them for their future. The budget for instructional technology includes a set aside to refresh Chromebooks at sites each year, as well as pay for Educational Technology tools. Technology Coach stipends are also budgeted so that teachers have adequate support and coaching in effective use of technology tools.

FISCAL IMPACT:

2023-24	LCFF Base (unrestricted)	ESSER 2 (restricted)	ESSER 3 (restricted)	Title III (restricted)	Title IV (restricted)	Lottery (restricted)
Elementary Curriculum	\$523,750		\$138,174		\$4,500	\$85,000
Elementary Assessment	\$25,000		\$9,000			
Elementary Professional Development	\$98,000		\$60,000		\$40,000	
Instructional Technology	\$262,500		\$132,000			
Secondary Curriculum	\$89,750	\$10,000	\$51,000			
Secondary Assessment			\$68,000			
Secondary Professional Development	\$12,300		\$495,439	\$85,000	\$10,000	
Totals	\$1,011,300	\$10,000	\$953,613	\$85,000	\$54,500	\$85,000

ESSER 2: COVID funding

ESSER 3: COVID funding

Title IV: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Lottery: Revenue from California State Lottery (Restricted for Instructional Materials)

CTEIG: Career Technical Education Incentive Grant– applied for yearly to support Career Technical Education in the district.

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

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

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

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

**Santa Cruz City School Curriculum Master Plan
2021-2026**



Updated March 2023

Curriculum Master Plan

DISTRICT VISION, VALUES, AND GOALS	4
OUR VISION:	4
OUR CORE VALUES:	4
OUR STRATEGIC GOALS:	4
INTRODUCTION:	5
Curriculum	6
Curriculum Adoption timelines	6
Elementary Curriculum	7
Elementary Curriculum Budget	8
Secondary Curriculum	10
Secondary Curriculum Budget	11
Assessments	12
Elementary Assessments	12
Elementary Assessment Budget	13
Secondary Assessments	14
Secondary Assessment Budget	14
Professional Development	15
Elementary Professional Development	15
Elementary Professional Development Budget	16
Secondary Professional Development	17
Secondary Professional Development Budget	17
Instructional Technology	18
Appendix– Full Five Year Budget Summary	19

DISTRICT VISION, VALUES, AND GOALS

OUR VISION:

We create and support a learning environment that challenges and enables students to achieve their highest potential.

OUR CORE VALUES:

We believe...

- that public schools are the foundation of our democracy
- that every person has intrinsic worth
- in treating people with dignity and respect
- that high standards and expectations foster greater achievement
- that each of us shares responsibility for the welfare of our community
- that diversity is an asset in our community
- that honesty and integrity are essential in building relationships
- that schools must provide access and equity
- that people thrive in safe environments

OUR STRATEGIC GOALS:

1. All SCCS 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.
5. SCCS will maintain a balanced budget and efficient and effective management.
6. SCCS will maintain strong communication and partnerships with its diverse community.

INTRODUCTION:

The purpose of the Santa Cruz City Schools Curriculum Master Plan is to provide guidance for our schools in regards to our district curriculum and instructional focus. We are implementing Multi-Tiered Systems of Support as a framework to ensure *all* students are in a supported learning environment that challenges and enables students to achieve their highest potential. As part of this framework Santa Cruz City Schools Tier 1 focuses on high yield, evidence-based instructional practices as well as research-based social emotional support. In addition, Santa Cruz City Schools has Tier 2 and Tier 3 programs and support available to students with needs not met in Tier 1. The Santa Cruz City Schools Curriculum Master Plan ensures all students have:

- access to high quality, standards aligned instructional material (Section #1: Curriculum)
- regular, valid assessments that measure growth and progress towards meeting grade level standards (Section #2: Assessments)
- teachers with strong Tier 1 instructional practices (Section #3: Professional Development)
- access to Chromebooks and learning in a 21st century classroom (Section #4: Instructional Technology)

As educators in Santa Cruz City Schools, we commit to:

- Supporting and advancing all students
- Providing a rigorous, coherent TK-12 curriculum in core subject areas
- Providing student voice and leadership opportunities
- Maintaining a growth mindset that encourages risk taking, reflection and continuous improvement
- Considering multiple perspectives and being reflective listeners
- Working with families to support student learning
- Directly address and interrupt educational inequity and implicit bias

This plan is an alignment between the district's six overarching goals and our ongoing efforts to develop a systematic model to support *all* students in being college and career ready.

Curriculum

It is important for students to have access to high quality, standards aligned curriculum. As indicated by our data, we have extreme disparities between the performance of different student groups, with white students outperforming Hispanic, Low Income, and Students with Disabilities by a wide margin. Having a high quality curriculum that is

used across the district helps to ensure that all students have access to appropriate materials. Within the curriculum and intervention budget there are a variety of resources that help teachers to instruct students. These resources can be textbooks, workbooks or online resources.

In addition, we need to plan for upcoming curriculum changes. The State department suggests new curriculum adoptions every eight years to ensure that the curriculum being used is the most current. Each adoption can cost upwards of \$600,000 and it is important to plan for those costs in the future years. Consumable curriculum materials costs for each new adoptions will depend on how many years of licensing are purchased with the initial adoption. Most companies allow districts to purchase 8 years of consumables, but the cost can be prohibitive, resulting in the need for money for consumables in the out years.

Curriculum Adoption timelines

	2021-22	2022-23	2023-24	2024-25	2025-26
Elementary	English Language Arts adoption implementation	History/Social Science Review & Pilot	History/Social Science Adoption & Implementation 5th grade Health Curriculum Adoption & Implementation	Math Curriculum Review & Pilot	Math Curriculum Adoption & Implementation
Secondary	History Curriculum Implementation Priority Standards, District Assessments in all Core Content Areas (English, History, Math, & Science)	World Language Pilot & Adoption English Language Arts Curriculum Map	World Language Curriculum Implementation Math Curriculum Review & Pilot	Math Curriculum Adoption & Implementation	No major adoption

Elementary Curriculum

Within the curriculum and intervention budget there are a variety of resources that help in instructing children. Lexia is a Tier 1 program for reading. iReady math is an intervention platform to support students who need extra instruction in math. iStation is a program to support reading in Spanish for the students in the two way immersion program at DeLaveaga.

In addition, the plan includes both a History/Social Science and new math adoption. Each adoption can cost upwards of \$400,000 and it is important to plan for those costs in the future years. Consumable materials (workbooks, science lab materials, etc.) costs for the new adoptions will depend on how many years of licensing are purchased with

the initial adoption. Most companies allow districts to purchase 8 years of consumables, but the cost can be prohibitive, resulting in the need for money for consumables in the out years. We currently purchase consumable workbooks for Eureka Math and Benchmark Workshop yearly to supplement our initial purchase.

List of annual elementary curriculum purchases:

1. Adopted curriculum student consumables purchased yearly:
 - a. *Benchmark Workshop*: Readers workshop, Writers workshop and Phonics workshop student consumables
 - b. *Benchmark Phonics Intervention*: Phonic intervention program used for Tier 2 and Tier 3 support
 - c. *Eureka Math*: Students workbooks for the Eureka Math program
 - d. *Full Option Science System (FOSS)*: Refills for 3 investigations kits per grade level
2. *Lexia*: an online reading program that gives students instruction and practice in reading at their level. Available for all students in the district.
3. *Lexia English*: an online program comparable to Lexia that gives English Learners that gives practice in listening and speaking at their level. Available for English Learner students only.
4. *iReady myPath Math*: an online intervention platform to support students who need extra instruction in math. Students are placed in content at their level based off the diagnostic taken three times per year. Available to all students in the district.
5. *iStation*: an online reading program in Spanish to support the students in the two way immersion program at DeLaveaga.
6. Second Step: social-emotional curriculum used in all elementary schools.
7. Library Books: set aside for Librarians to purchase new books each year

Elementary Curriculum Budget

2023-24		
Item	Cost	Funding Source
<i>Eureka Math</i> Workbooks and online software	\$50,000	Lottery (restricted)
<i>Benchmark Workshop</i> English Language Arts consumables	\$25,000	Lottery (restricted)
FOSS kit refills	\$10,000	Lottery (restricted)
Lexia	\$95,000	ESSER 3 (restricted)
Lexia English (newcomer & ELD support)	\$35,000	ESSER 3 (restricted)
iReady Math intervention software	\$60,000	LCFF Base (unrestricted)
Benchmark Phonics Intervention materials	\$20,000	LCFF Base (unrestricted)
iStation Reading in Spanish (DLV-TWI)	\$8,174	ESSER 3 (restricted)
Second Step (multi-funded)	\$12,000.00	LCFF Base (unrestricted)
Second Step	\$4,500.00	Title IV

Library book purchases (\$1500 per site, \$750 BSSC)	\$6,750.00	LCFF Base (unrestricted)
History-Social Science adoption	\$400,000	LCFF Base (unrestricted)
5th grade family life curriculum	\$25,000	LCFF Base (unrestricted)
2023-24 Total Cost	\$326,424	
2024-25		
Item	Cost	Funding Source
<i>Benchmark Workshop</i> English Language Arts consumables	\$25,000	Lottery (restricted)
Benchmark Phonics Intervention materials	\$20,000	LCFF Base (unrestricted)
Lexia	\$50,000	LCFF Base (unrestricted)
Lexia English (newcomer & ELD support)	\$12,000	LCFF Base (unrestricted)
iReady Math intervention software	\$60,000	LCFF Base (unrestricted)
FOSS kit refills	\$6,000	Lottery (restricted)
iStation Reading in Spanish (DLV-TWI)	\$8,174	LCFF Base (unrestricted)
Second Step (multi-funded)	\$12,000.00	LCFF Base (unrestricted)
Second Step	\$4,500.00	Title IV
Library book purchases (\$1500 per site, \$750 BSSC)	\$6,750.00	LCFF Base (unrestricted)
Math curriculum pilot	\$15,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$219,424	
2025-26		
Item	Cost	Funding Source
Lexia	\$90,000	LCFF Base (unrestricted)
Lexia English (newcomer & ELD support)	\$12,000	Title III (restricted)
iReady Math intervention software	\$50,000	LCFF Base (unrestricted)
Math curriculum adoption	\$400,000	LCFF Base (unrestricted)
<i>Benchmark Workshop</i> English Language Arts consumables	\$25,000	Lottery (restricted)
iStation Reading in Spanish (DLV-TWI)	\$8,174	LCFF Base (unrestricted)
FOSS kit refills	\$6,000	Lottery (restricted)
Benchmark Phonics Intervention materials	\$20,000	LCFF Base (unrestricted)
Second Step (multi-funded)	\$12,000.00	LCFF Base (unrestricted)
Second Step	\$4,500.00	Title IV
Library book purchases (\$1500 per site, \$750 BSSC)	\$6,750.00	LCFF Base (unrestricted)
2024-25 Total Cost	\$634,424	

Secondary Curriculum

The secondary district curriculum adoption plan puts all core content areas on an 8-10 year adoption cycle, which is in alignment with best practice. New curriculum is needed every 8-10 years in order to stay current with best instructional practices, updated state standards and frameworks, and updated content information. An 8-10 year adoption cycle means that every other year the secondary district needs approximately \$600,000 for a new curriculum adoption.

In addition to these major content area curriculum adoptions, there are annual curriculum costs for interventions (e.g., Read 180, Learning Ally) as well as for supplemental curriculum for Newcomer English Language Learners (Achieve 3000). Additionally, online curriculum for credit recovery and A-G independent studies curriculum is part of the curriculum master plan. Currently Edgenuity is the district's online, standards aligned A-G curriculum for credit recovery and independent studies grades 6-12.

List of annual secondary curriculum purchases:

1. Read 180: Research based Tier 3 Reading Program at each middle school
2. *iReady myPath Math & Reading*: an online intervention platform to support students who need extra instruction in math and/or reading. Students are placed in content at their level based on the diagnostic taken three times per year.
3. Achieve 3000: an online language program used to support English Learners with grammar, vocabulary, and reading fluency
4. Learning Ally: an online reading support program that allows students with reading challenges to use different tools to support them as they read novels. Available supports include audiobooks, highlighted text to support following along with narration, embedded vocabulary definitions, ability to annotate on top of ebook text, etc.
5. Edgenuity: online A-G and credit recovery curriculum in all content areas. Used at our comprehensive high schools to support credit recovery, used as the Ark Independent Studies curriculum, and used as the summer school credit recovery curriculum.

Secondary Curriculum Budget

2023-24		
Item	Cost	Funding Source
MS & HS Math Curriculum Review & Pilot	\$10,000	LCFF Base (unrestricted)
Read 180: Middle School Reading Intervention Curriculum	\$15,000	ESSER 3 (restricted)
iReading My Path Reading & Math Intervention Software	\$25,000	ESSER 3 (restricted)
ELD Supplemental Curriculum (e.g., Achieve 3000)	\$10,000	Title III (restricted)
Learning Ally - Reading Support	\$18,000	ESSER 3 (restricted)
Edgenuity - Credit Recovery & Independent Studies	\$18,000	ESSER 3 (restricted)
2023-24 Total Cost	\$96,000	
2024-25		
Item	Cost	Funding Source
Math Curriculum adoption	\$600,000	LCFF Base (unrestricted)
Read 180: Middle School Reading Intervention Curriculum	\$15,000	LCFF Base (unrestricted)
iReading My Path Reading & Math Intervention Software	\$25,000	LCFF Base (unrestricted)
ELD Supplemental Curriculum	\$10,000	Title III (restricted)
Learning Ally - Reading	\$18,000	LCFF Base (unrestricted)
Edgenuity - Credit Recovery & Independent Studies	\$18,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$686,000	
2025-26		
Item	Cost	Funding Source
Read 180: Middle School Reading Intervention Curriculum	\$15,000	LCFF Base (unrestricted)
iReading My Path Reading & Math Intervention Software	\$25,000	LCFF Base (unrestricted)
ELD Supplemental Curriculum	\$10,000	Title III (restricted)
Learning Ally - Reading	\$18,000	LCFF Base (unrestricted)
Edgenuity - Credit Recovery & Independent Studies	\$18,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$86,000	

Assessments

Assessments are an essential component of Multi Tiered Systems of Support (MTSS) and ensuring all students are making adequate annual progress is ensuring regular assessment. Formative and summative assessments identify what students have learned and where they have gaps in their learning.

As part of our MTSS system, one of the ways staff monitors student growth and progress is by using assessments called universal screeners. Elementary and Middle School will continue to use iReady Diagnostic assessments 2-3 times each school year (fall, winter, & spring) as the district's universal screeners and progress monitoring tools. High School will use Measure of Academic Progress (MAP) testing in 9th & 10th grade English courses and in Integrated 1, 2, & 3 Math courses 3 times each school year (fall, winter, spring). Both of these assessment systems are norm referenced, meaning they are based on comprehensive data sets from a wide range of students and are valid assessments. They are also computer adaptive assessments, which means they adjust in level of difficulty as the students answer. If a student gets an answer correct, the test adjusts and gets more challenging. If the student answers incorrectly, the test adjusts and gets easier. This is the same style of assessment as part of the annual California State Assessments students take at the end of each year which are also norm referenced and computer adaptive.

Elementary Assessments

1. iReady diagnostic assessment is given three times per year in reading and math for 1st through 5th grade. Results help to monitor students' growth and determine students who are in need of intervention.
2. Fountas & Pinnel reading assessments are given in Kindergarten through 3rd to get information on students reading levels and needs.
3. ESGI is a digital assessment tool for Transitional Kindergarten through 1st grade. One to one assessments are given three times a year and are developed by teachers to assess benchmark skills in number and letter recognition, basic math skills, high frequency words and basic math and reading skills.
4. Ongoing assessments in English Language Arts and mathematics from curriculum based assessments (end of unit tests, exit tickets, performance tasks)

Elementary Assessment Budget

2023-24		
Item	Cost	Funding Source
iReady math and reading diagnostic	\$25,000	LCFF Base (unrestricted)
Educational Software for Guiding Instruction (ESGI)	\$9,000	ESSER 3 (restricted)
2023-24 Total Cost	\$34,000	
2024-25		
Item	Cost	Funding Source
iReady math and reading diagnostic	\$25,000	LCFF Base (unrestricted)
Educational Software for Guiding Instruction (ESGI)	\$9,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$34,000	
2025-26		
Item	Cost	Funding Source
iReady math and reading diagnostic	\$25,000	LCFF Base (unrestricted)
Educational Software for Guiding Instruction (ESGI)	\$9,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$34,000	

Secondary Assessments

1. iReady diagnostic assessment is given three times per year in reading and math for 6th through 8th grade. Results help to monitor students' growth and determine students who are in need of intervention.
2. Measures of Academic Progress assessments are similar to iReady. They are given three times per year in reading in grades 9-10 and in the Integrated 1, 2, & 3 math courses at the high school level.

Secondary Assessment Budget

2023-24		
Item	Cost	Funding Source
MS iReady Reading & Math	\$42,000	ESSER 3 (restricted)
HS MAP Reading & Math	\$26,000	ESSER 3 (restricted)
2023-24 Total Cost	\$68,000	
2024-25		
Item	Cost	Funding Source
MS iReady Reading & Math	\$42,000	LCFF Base (unrestricted)
HS MAP Reading & Math	\$26,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$68,000	
2025-26		
Item	Cost	Funding Source
MS iReady Reading & Math	\$42,000	LCFF Base (unrestricted)
HS MAP Reading & Math	\$26,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$68,000	

Professional Development

High quality, regular professional development is crucial as it helps teachers stay up-to-date with the latest educational practices, teaching methods, and technologies. As the world and its needs change rapidly, teachers must be equipped with the knowledge and skills required to help their students succeed in the real world. Professional development opportunities provide teachers with the chance to learn from other experienced educators, collaborate with peers, and gain insights into best practices that can be applied in the classroom. Most importantly, it helps ensure that every student has a skillful teacher, who is regularly working towards improving their instructional practice, which will ultimately impact student learning outcomes.

Elementary Professional Development

In 2023 and beyond, elementary staff will need to focus on training for the new history /social science adoption, working with the new math framework, and continuing to refine instruction in math, ELA, and ELD. The Curriculum and Assessment teams will continue to work with different content areas each year. It is expected that professional plans may change in the out years as the Curriculum and Assessment team continues to work to refine practices, adopt new materials, and recommend professional development for our teachers. The Learning & Achievement office will also continue the practice of surveying teachers on their needs in professional development.

2023-24 Professional Development

- Integrated and Designated English Language Development (IELD & DELD)
- History/Social Science curriculum adoption training
- Math Workshop and Math Framework (pending the release of the new framework)
- Continued work with the writing and literacy programs

2024-25 Professional Development

- Integrated and Designated English Language Development (IELD & DELD)
- Science
- Math Workshop and Math Framework
- Continued refinement of writing and literacy instruction

2025-26 Professional Development

- Integrated and Designated English Language Development (IELD & DELD)
- Math Curriculum adoption training and implementation
- Continued refinement of literacy, writing, science and social studies instruction

Elementary Professional Development Budget

2023-24

Item	Cost	Funding Source
Integrated and Designated ELD training	\$20,000	LCFF Base (unrestricted)
New Math Framework Training	\$10,000	ESSER3 (restricted)
Math Workshop	\$10,000	ESSER3 (restricted)
History-Social Studies Adoption Training	\$15,000	ESSER3 (restricted)
Curriculum and Assessment team	\$25,000	ESSER3 (restricted)
Computer Science/Ed Tech TOSA	\$125,000	Grant funded (restricted)
Computer Science PD and Supplies	\$15,000	LCFF Base (unrestricted)
Release time for teachers for professional development	\$15,000	LCFF Base (unrestricted)
Extra hourly for professional development planning	\$8,000	LCFF Base (unrestricted)
Teacher conference attendance and travel	\$40,000	Title IV
Professional Development Supplies	\$10,000	LCFF Base (unrestricted)
Professional Learning Communities Conference	\$30,000	LCFF Base (unrestricted)
2023-24 Total Cost	\$323,000	
2024-25		
Item	Cost	Funding Source
Integrated and Designated ELD training	\$20,000	LCFF Base (unrestricted)
Release time for teachers for professional development	\$15,000	LCFF Base (unrestricted)
Extra hourly for professional development planning	\$8,000	LCFF Base (unrestricted)
Computer Science/Ed Tech TOSA	\$125,000	Grant funded (restricted)
Computer Science PD and Supplies	\$15,000	LCFF Base (unrestricted)
Teacher conference attendance and travel	\$40,000	Title IV
Professional Development Supplies	\$10,000	LCFF Base (unrestricted)
Extra hourly for professional development planning	\$8,000	LCFF Base (unrestricted)
Curriculum and Assessment team	\$25,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$266,000	
2025-26		
Item	Cost	Funding Source

Integrated and Designated ELD training	\$20,000	LCFF Base (unrestricted)
Release time for teachers for professional development	\$15,000	LCFF Base (unrestricted)
Extra hourly for professional development planning	\$8,000	LCFF Base (unrestricted)
Teacher conference attendance and travel	\$40,000	Title IV
Professional Development Supplies	\$10,000	LCFF Base (unrestricted)
Extra hourly for professional development planning	\$8,000	LCFF Base (unrestricted)
Math Adoption Training & Implementation	\$15,000	LCFF Base (unrestricted)
Curriculum and Assessment team	\$25,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$141,000	

Secondary Professional Development

The secondary district professional development plan focuses on both district-wide professional development as well as specific content area professional development. The district-wide professional development focus is on the following:

- High impact instructional strategies (Visible Learning)
- Integrated English Language Development (ELD)
- culturally relevant and inclusive instruction
- Grading Practices and Policies
- Restorative Justice practices
- Positive Behavior Intervention and Support (PBIS)

The content area specific professional development (PD) portion of the plan sets aside money for content area teachers to attend professional development specific to their content area as well as includes money for districtwide content area collaboration.

Additionally, Teachers on Special Assignment (TOSAs) are part of this plan to support the implementation of new and updated California State Standards and Frameworks. TOSAs are experts in their respective content areas and support the instructional shifts needed to implement new standards and frameworks by providing training, instructional coaching cycles, and leadership to support new curriculum adoptions.

Secondary Professional Development Budget

2023-24		
Item	Cost	Funding Source
Integrated ELD & Designated ELD	\$38,334	ESSER 3 (restricted)
High Impact Instructional Practices	\$46,666	ESSER 3 (restricted)
Restorative Justice & Trauma Informed Practices	\$20,000	ESSER 3 (restricted)

Positive Behavior Interventions & Support (PBIS)	\$10,000	Title IV (restricted)
Districtwide Content Area Collaboration (release days & extra hourly)	\$80,000	ESSER 3 (restricted)
.6 FTE History Social Science TOSA	\$70,000	ESSER 3 (restricted)
1.0 FTE Career Technical Education TOSA	\$120,000	CTEIG (restricted)
.7 FTE ELD TOSA	\$85,000	Title III
Math PD	\$152,187	ESSER 3 (restricted)
World Language PD	\$21,666	ESSER 3 (restricted)
Science PD	\$15,000	ESSER 3 (restricted)
History Social Science PD	\$20,000	ESSER 3 (restricted)
English Language Arts PD	\$26,666	ESSER 3 (restricted)
MS Peer Tutor Stipends (\$2,000/2 stipends)	\$4,920	LCFF Base (unrestricted)
HS Peer Tutor Stipends (\$2,000/3 stipends)	\$7,380	LCFF Base (unrestricted)
2023-24 Total Cost	\$717,819	
2024-25		
Item	Cost	Funding Source
Integrated ELD & Designated ELD	\$10,000	Title III (restricted)
High Impact Instructional Practices	\$13,334	Title I (restricted)
Positive Behavior Interventions & Support (PBIS)	\$10,000	Title IV (restricted)
Districtwide Content Area Collaboration (release days & extra hourly)	\$80,000	LCFF Base (unrestricted)
Content area specific trainings for math, English Language Arts, Science, History Social Science, etc.	\$60,000	Title I, Title II, LCFF Base
1.0 FTE Career Technical Education TOSA	\$120,000	CTEIG (restricted)
.7 FTE ELD TOSA	\$70,000	Title III & LCFF Base (unrestricted)
2024-25 Total Cost	\$363,334	
2025-26		
Item	Cost	Funding Source
Integrated ELD & Designated ELD	\$10,000	Title III (restricted)
Universal Design for Learning (UDL)	\$13,334	Title I (restricted)
Positive Behavior Interventions & Support (PBIS) - Middle School	\$10,000	Title IV (restricted)

Curriculum & Assessment Leadership Teams in Core Content Areas (ELA, ELD, Math, Science) - approximately 40 high school teachers and 20 middle school teachers @ 50 hours	\$80,000	LCFF Base (unrestricted)
Content area specific trainings for math, English Language Arts, Science, History Social Science, etc.	\$60,000	Title I, Title II, LCFF Base
1.0 FTE Career Technical Education TOSA	\$120,000	CTEIG (restricted)
.7 FTE ELD TOSA	\$85,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$173,334	

Instructional Technology

Instructional Technology and Educational Technology have become necessary to educating our students to be 21st century learners. The Curriculum Master Plan ensures funding for instructional hardware and software. The cost of Hot Spots for students may decrease as more families take advantage of wired free programs. There is an established chromebook refresh process that the funding in this plan supports. EdTech tools that are purchased for the district are determined by surveying teachers and monitoring usage on existing programs.

Tech coaches are teachers that provide support on site with Ed Tech and hardware issues. They meet monthly for professional development to increase their own skills, and help to monitor the implementation of the tech plan.

2023-24		
Item	Cost	Funding Source
Chromebooks Refresh	\$200,000	LCFF Base (unrestricted)
Hot Spots	\$132,000	ESSER 3 (restricted)
Tech Coach stipends	\$22,500	LCFF Base (unrestricted)
Set aside for EdTech tools	\$40,000	LCFF Base (unrestricted)
2023-24 Total Cost	\$394,500	
2024-25		
Item	Cost	Funding Source
Chromebooks Refresh	\$200,000	LCFF Base (unrestricted)
Hot Spots	\$132,000	LCFF Base (unrestricted)
Tech Coach stipends	\$22,500	LCFF Base (unrestricted)
Set aside for EdTech tools	\$40,000	LCFF Base (unrestricted)
2024-25 Total Cost	\$394,500	

2025-26		
Item	Cost	Funding Source
Chromebooks Refresh	\$200,000	LCFF Base (unrestricted)
Hot Spots	\$132,000	LCFF Base (unrestricted)
Tech Coach stipends	\$22,500	LCFF Base (unrestricted)
Set aside for EdTech tools	\$40,000	LCFF Base (unrestricted)
2025-26 Total Cost	\$394,500	

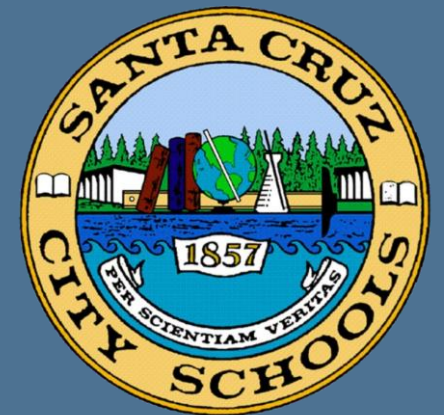
Appendix– Five Year Budget Summary

Curriculum Master Plan Budget Summary				
Elementary	Curriculum	Assessment	Professional Development	Elementary and Secondary Instructional technology
2021-22	\$229,022	\$10,021.00	\$62,430	\$125,408
2022-23	\$341,343	\$29,000	\$198,500	\$397,020
2023-24	\$326,424	\$34,000	\$323,000	\$394,500
2024-25	\$219,424	\$34,000	\$266,000	\$394,500
2025-26	\$634,424	\$34,000	\$141,000	\$394,500
Totals	\$1,750,637	\$141,021.00	\$990,930	\$1,705,928
Secondary	Curriculum	Assessment	Professional Development	
2021-22	\$123,000	\$35,000.00	\$576,652	
2022-23	\$655,000	\$35,000	\$1,060,718	
2023-24	\$96,000	\$68,000	\$717,819	
2024-25	\$686,000	\$68,000	\$363,334	
2025-26	\$86,000	\$68,000	\$173,334	
Totals	\$1,646,000	\$274,000.00	\$2,891,857	
Elementary and Secondary	Yearly Totals Expenditures	Yearly Restricted Resources	Yearly LCFF Base	
2021-22	\$1,161,532	\$1,143,048	\$18,484	
2022-23	\$2,716,581	\$2,201,053	\$515,529	
2023-24	\$1,959,743	\$952,443	\$1,007,300	
2024-25	\$2,031,258	\$1,084,084	\$947,174	
2025-26	\$1,531,258	\$169,084	\$1,362,174	

Curriculum Master Plan *Update*

Presented by **Shannon Calden & Julia Hodges**

April 12, 2023

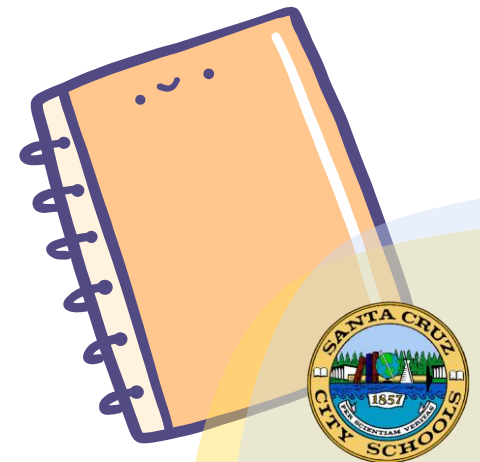


Curriculum Master Plan (CMP)

A living document, *updated annually*, outlining a 5 year plan & funding for:

- Curriculum
- Assessment
- Professional Development
- Instructional Technology

Prior LCFF funding model in 2014 state provided dedicated funding for instructional materials & curricular adoptions. With LCFF, Districts and Boards must dedicate LCFF base funds for curriculum & instruction.



2022-23 Elementary Accomplishments

- Integrated & Designated **English Language Development** trainings
- **English Language Development** lesson planning & coaching
- California Association of **Bilingual Educators** conference (*14 teachers*)
- **Computer Using Educators** (CUE) conference (*7 teachers*)
- California Association of **Librarians** conferences (*10 librarians*)
- **Writer's Workshop** training
- **Phonics workshop** training
- **Phonics Intervention** implementation
- **Math Intervention** Pilot
- **History/Social Science** Pilot



2022-23 Secondary Accomplishments

- **District Priority Standards** implementation in every core academic course
- **District common formative assessments** in every core academic course
- Integrated & Designated **English Language Development** trainings
- **English Language Development** curriculum pilots & collaboration
- **Career Technical Education** (CTE) mentoring for new CTE teachers
- **CTE professional development** with CTE Teacher On Special Assignment (TOSA)
- **Ethnic Studies** Teacher Working Group established
- **History professional development** with History TOSA - focus on incorporating media literacy
- **Read 180 Tier 3** Reading Intervention implementation at middle school
- **World Language** Pilot (& upcoming adoption)
- **Many content area professional developments** (e.g., California History Conference, California Science Conference, AVID, etc.)



2023-24 Curriculum: Elementary

Curriculum Adoptions

- History/Social Science 2023-24
- Family Life 2023-24

Curriculum Purchases

Consumable Materials:

- Benchmark Workshop
- Eureka Math
- Full Option Science System (FOSS) refills

Online Software to Support Student Achievement

- Lexia
- Lexia English
- myPath Math
- iStation

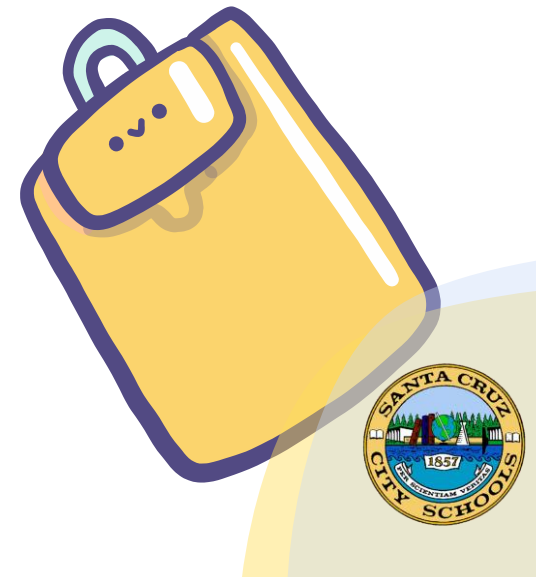


2023-24 Assessment: *Elementary*

Assessment three times per year

- iReady 1st-5th grade
- Fountas & Pinnell reading
- ESGI teacher created assessment TK-1st grade

Curriculum-based assessment used for formative and summative assessments



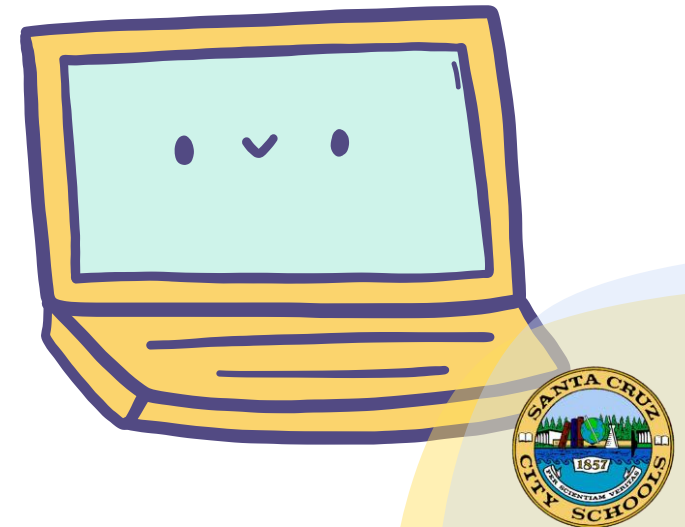
2023-24 Professional Development: *Elementary*

- Integrated & Designated **English Language Development** (IELD & DELD)
- **History/Social Science** curriculum adoption training
- **Math Workshop & Math Framework** (*pending the release of the new framework*)
- Continued work with the **Writing & Literacy** programs



2023-24 Instructional Technology

- Chromebook refresh cycle
- Hot spots
- EdTech tools



2023-24 Curriculum: Secondary

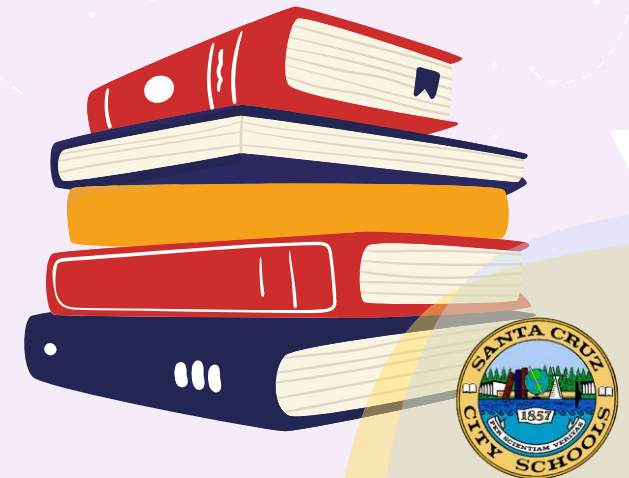
Curriculum Adoptions

- New World Language Curriculum Implementation
- Middle School Math Curriculum Review
- Math Pilot & Adoption in 2024-25

Curriculum Purchases

Online Software to Support Student Achievement

- **Read 180** (Tier 3)
- **iReady myPath** math and reading (Tier 2)
- **Achieve 3000** (English Language Development)
- **Learning Ally** (Reading support software)
- **Edgenuity** (Independent study & Credit Recovery)



2023-24 Assessment: *Secondary*

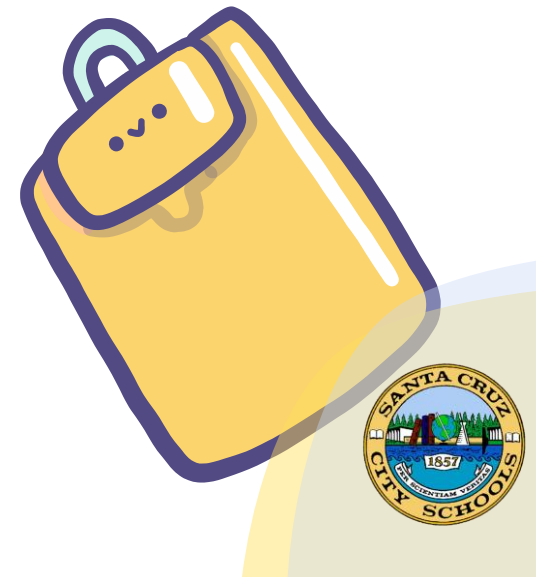
iReady

- 6th- 8th grade grade Assessment three times per year
- reading and math

Measure of Academic Progress (MAP)

- 9th and 10th grade reading
- Integrated Math 1, 2, and 3

Curriculum-based assessments used for formative and summative assessments



2023-24 Professional Development: *Secondary*

District-wide Foci

- High impact instructional strategies (Visible Learning)
- Integrated English Learner Development (IELD)
- Culturally relevant and inclusive instruction
- Grading Practices and Policies
- Restorative Justice Practices
- Positive Behavior Intervention and Support (PBIS)

And

- Funding for teachers to attend content specific training



2024-26 Elementary

2024-25

- Continue Curriculum & Assessment Team work
- Math Curriculum review & possible adoption
- History-Social Science and Science common assessments

2025-26

- Continue Curriculum & Assessment Team work
- Spend a year letting all that we have in place be implemented fully & evaluated
- Then decide on next steps



2024-26 Secondary

2024-25

- Implement new middle school math adoption
- Continue District Content Area Collaboration
- Continue focus on high impact instructional strategies
- Monitor, evaluate & refine

2025-26

- Continue District Content Area Collaboration
- Continue focus on high impact instructional strategies
- Monitor, evaluate & refine



Monitoring & Evaluation

iReading Reading and Math Assessment Data (K-8)

MAP Reading and Math Assessment Data (9-10)

Surveys: Teacher feedback on professional development, working conditions, etc.

Excellence & Equity Action Plan metrics used to evaluate and develop the actions in the Curriculum Master Plan



Recommendation:

Approve the updated *Curriculum Master Plan*



Questions?

Presented by **Shannon Calden & Julia Hodges**

April 12, 2023



SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Resolution #36-22-23: Decision Not to Reemploy TK-12 Certificated Employees for the 2023-2024 School Year

MEETING DATE: April 12, 2023

FROM: Molly Parks, Assistant Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Resolution #36-22-23: Decision Not to Reemploy TK-12 Certificated Employees for the 2023-2024 School Year.

BACKGROUND:

The Board adopted Resolution #32-22-23 on March 8, 2023, to eliminate 0.8 total full time equivalent (“FTE”) of particular kinds of services. As directed by the Board, the Human Resources Department delivered preliminary layoff notices to those certificated employees who were affected by the reduction in services.

The District and the Greater Santa Cruz Federation of Teachers AFT Local 2030 entered into a Side Letter Agreement on March 22, 2023, which settled the effects of the layoff.

By adopting this final Resolution, the Board will reduce or eliminate the services pursuant to the Side Letter Agreement and will direct administration to issue final layoff notices pursuant to the Side Letter Agreement.

Since the initial resolution, staff have been able to reduce the need for the reduction in particular kinds of service by .2 in Counseling due to a resignation. The final reduction in services includes .2 FTE CTE and .4 FTE PE.

FISCAL IMPACT:

Reducing or discontinuing the services itemized in Exhibit B will help the district remain fiscally sound.

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

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

SANTA CRUZ CITY SCHOOLS DISTRICT
RESOLUTION #36-22-23
RESOLUTION AND DECISION NOT TO REEMPLOY
TK-12 CERTIFICATED EMPLOYEES FOR THE 2023-2024 SCHOOL YEAR

WHEREAS, on March 8, 2023 the Governing Board adopted Resolution Number #32-22-23 (“Resolution”), attached collectively hereto as Exhibit A, to eliminate 0.60 total full time equivalent (“FTE”) of the services identified in the Resolution effective with the 2023-2024 school year;

WHEREAS, the Superintendent, or Superintendent’s designee, duly and properly served notice on the affected certificated employees on or before March 15, 2023 indicating that the Governing Board did not intend to reemploy these employees to the extent indicated in the Resolution for the 2023-2024 school year;

WHEREAS, the certificated employees listed in Exhibit B were informed of their right to request a hearing and that failure to do so in writing would constitute a waiver of their right to a hearing;

WHEREAS, a Side Letter Agreement Regarding 2023 TK-12 Certificated Layoff (“Settlement Agreement”) was entered into by the District and the Greater Santa Cruz Federation of Teachers AFT Local 2030 on March 22, 2023. The Settlement Agreement, attached as Exhibit C, rescinded the respondents’ hearing requests and waived their right to a hearing;

WHEREAS, the Governing Board has duly considered whether to terminate the services of the certificated employees listed in Exhibit B and determined that the services of these employees will be eliminated to the extent indicated in the Resolution and pursuant to the Settlement Agreement; and

WHEREAS, pursuant to Education Code sections 44949 and 44955, final notice may be delivered to the affected employees pursuant to the Settlement Agreement, notifying them that they will not be reemployed for the 2023-2024 school year.

THE GOVERNING BOARD HEREBY FINDS sufficient cause for not reemploying the certificated employees listed in Exhibit B to the extent indicated in the Resolution and pursuant to the Settlement Agreement and finds that the decision not to reemploy these employees relate to the welfare of the schools of the Santa Cruz City Schools District and the pupils thereof; and **NOW, THEREFORE, BE IT RESOLVED AND ORDERED** that services be eliminated commencing with the 2023-2024 school year as outlined in Exhibit C. The Superintendent or her designee is authorized to take all actions necessary to implement this Resolution.

Duly and regularly adopted this 12th day of April, 2023 by the following vote:

AYES: _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

John Owen, President
Santa Cruz City Schools Board of Education

EXHIBIT A

SANTA CRUZ CITY SCHOOLS DISTRICT

RESOLUTION #32-22-23

REDUCTION OF TK-12 PARTICULAR KINDS OF SERVICE

WHEREAS, the Governing Board of the Santa Cruz City Schools District has determined that it shall be necessary to reduce or discontinue the particular kinds of services of the District as itemized in Exhibit "A" at the end of the current school year; and

WHEREAS, it shall be necessary to terminate at the end of the 2022-2023 school year the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of service;

THEREFORE, BE IT RESOLVED that the Superintendent or designee is directed to send appropriate notices to all employees whose services may be terminated by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

PASSED AND ADOPTED at a regular meeting of the Santa Cruz City Schools Governing Board held on March 8, 2023.

AYES: 7 NOES: 0 ABSTENTIONS: 0 ABSENT: 0



John Owen, President
Santa Cruz City Schools Governing Board

EXHIBIT A

SANTA CRUZ CITY SCHOOLS DISTRICT

RESOLUTION #32-22-23

EXHIBIT "A"

TO: Governing Board

FROM: Kris Munro, Superintendent

DATE: March 8, 2023

RE: Recommended Reduction in 2023-2024 Program Service

The Superintendent recommends that the Governing Board adopt a resolution to reduce the programs and services in TK-12 for 2023-2024 as follows:

<u>Service</u>	<u>FTE</u>
CTE Graphic Design	.20
Physical Education	.40
School Counselor	.20
Total	.80

EXHIBIT B

<u>Name</u>	<u>Service</u>	<u>FTE</u>
Jaime Madrigal	Physical Education	.40
Christopher Mark	CTE Graphic Design	.20
	Total FTE	.60

**SANTA CRUZ CITY SCHOOLS
SIDE LETTER AGREEMENT REGARDING 2023
TK-12 CERTIFICATED LAYOFF**

This Settlement Agreement is entered into between Santa Cruz City Schools District (“District”) and Greater Santa Cruz Federation of Teachers AFT Local 2030 (“Federation”) with regard to the 2023 TK-12 certificated layoff, Board Resolution 32-22-23:

1. The Federation represents the following permanent and probationary employees. None of the employees requested a hearing.

Jaime Madrigal	Physical Education Teacher
Christopher Mark	CTE Digital Graphics Teacher

2. The District will issue a final layoff notice to:

Jaime Madrigal	Physical Education Teacher	.40 FTE
Christopher Mark	CTE Graphic Design Teacher	.20 FTE

3. For all probationary and temporary employees who qualify for benefits and are laid off for the 2023-2024 school year, the District will pay the District portion towards Health and Welfare benefits through July 31, 2023. Any outstanding employee portion will be deducted from the May 31, 2023 pay warrant.
4. The parties agree that temporary employees who received release notices will be considered for vacancies during the 2023-2024 school year after those laid off employees have been offered positions and before those outside the District are considered. It is expressly understood that temporary employees must meet all appropriate credentialing requirements.
5. The rehire list is attached as Exhibit A.
6. This Agreement is not precedent setting and does not constitute a past practice.
7. This Agreement is understood to be a Side Letter to the current Collective Bargaining Agreement between the District and the Federation. Any disputes concerning the interpretation or application or alleged violation of the Agreement will be subject to Article 6 of the current Collective Bargaining Agreement, including final binding arbitration.
8. The Federation, on behalf of those teachers it represents, agrees to rescind their Requests for Hearing and waive their right to a hearing.
9. This Agreement is final upon ratification by the Governing Board.

Casey C

Casey Carlson
GSCFT President

3/30/23

Date

Molly Parks

Molly Parks
Assistant Superintendent, Human Resources

3/30/23

Date

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Resolution 37-22-23: Proclaiming May as Asian American & Pacific Island Heritage Month

MEETING DATE: April 12, 2023

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Take action as appropriate on the resolution of Santa Cruz City Schools supporting May as Asian American & Pacific Islander Heritage Month.

BACKGROUND:

Santa Cruz City Schools strives for all students to feel safe and welcome in their schools and to 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.

FISCAL IMPACT:

None

This work is in direct support of the following district goals and its 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 #3: We will eliminate the achievement gap the currently exists between demographic groups within the SCCS student community.

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

SANTA CRUZ CITY SCHOOL

RESOLUTION #37-22-23

Proclaiming May as Asian American & Pacific Islander Heritage Month

WHEREAS, in 1977, Congress introduced a House resolution to proclaim the first 10 days of May as Asian Pacific Heritage Week, a celebration of Asians and Pacific Islanders in the United States; and

WHEREAS, in October 1978, President Jimmy Carter signed a joint resolution designating this as an annual celebration, which we now know as Asian Pacific Heritage Week; and

WHEREAS, in 1990, May was chosen to commemorate the immigration of the first Japanese to the United States, which was on May 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869, in which the majority of the workers who laid the tracks were Chinese immigrants; and

WHEREAS, in 1990 Congress voted to expand Asian Pacific Heritage from a week to a month-long celebration and in May 1992, the month of May was permanently designated as Asian Pacific American Heritage Month; and

WHEREAS, studies have found that the academic needs of Asian American and Pacific Islander students are frequently overlooked; and

WHEREAS, understanding Asian and Pacific Islander history is an important part of celebrating Asian American and Pacific Islander Heritage Month; and

WHEREAS, Asian Americans and Pacific Islanders have endured and overcome hardship and heartache. In the earliest years, tens of thousands of Gold Rush pioneers, coal miners, transcontinental railroad builders, as well as farm and orchard laborers, were subject to unjust working conditions, prejudice, and discrimination—yet they excelled; and

WHEREAS, even in the darkness of the Exclusion Act and Japanese Internment, Asian Americans and Pacific Islanders have persevered, providing for their families and creating opportunities for their children; and

WHEREAS, We acknowledge these Americans for their contributions to government, industry and commerce, agriculture, science, literature, and the arts; and

WHEREAS, California is one of the states with the largest Asian Americans and Pacific Islanders population; and

WHEREAS, We acknowledge the historical and cultural contributions of Asian Pacific Americans in the development of the State of California; and

WHEREAS, The diversity of these groups include Asian Indian, Bengali, Burmese, Cambodian, Chinese, Filipino, Guamanian, Hawaiian, Hmong, Indonesian, Japanese, Korean, Lao, Malayan, Okinawan, Pakistani, Samoan, Thai, Vietnamese, and others; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Santa Cruz City Schools that May 2023 is designated as Asian American and Pacific Islander Heritage Month with appropriate instructional activities to recognize the countless contributions that Asian Americans and Pacific Islanders have made in helping our nation.

PASSED AND ADOPTED by the following called vote this 12th day of April, 2023:

Ayes:

Noes:

Absent:

Abstain:

Approved on this date, April 12, 2023

Board President, Santa Cruz City Schools

Superintendent, Santa Cruz City Schools

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Board Policies: First and/or Final Reading for CSBA Revisions & Updates

MEETING DATE: April 12, 2023

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Approve the revised/deleted/new policies as submitted for first 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
September 2022

Board Policy 4118 – Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district’s decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee’s free exercise and free speech rights. Policy also updated to include language formerly in AR that prohibits the disciplining of any employee for protecting a student who is exercising a free speech or press right.

Board Policy 4119.1/4219.1/4319.2 – Civil and Legal Rights

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district’s decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee’s free exercise and free speech rights. Policy also updated to include types of retaliation prohibited when an employee is acting solely to protect a student engaged in conduct authorized by Education Code 48907 (freedom of speech and press) or 48950 (speech and other communication), and clarify that an employee is prohibited from using official authority status or influence to attempt to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee’s right to disclose improper governmental activity.

Board Policy 4140/4240/4340 – Bargaining Units

Policy updated to reflect **NEW LAW (SB 270, 2021)** which allows a district 20 days to cure a violation of the district’s employee information disclosure obligation when the district is notified by an employee organization, and limits district opportunity to cure a violation that involves the provision of an inaccurate or incomplete list to three times in any 12-month period. Policy also updated to reflect **NEW LAW (SB 191, 2022)** which provides additional obligations for a district when an “inperson orientation” cannot be held by the district. Additionally, policy updated to include heading change from “Access to Employee Orientations” to “Access to New Employee Orientations, and to clarify language in this section and in “Formation of Bargaining Unit” section.

Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district’s decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee’s free exercise and free speech rights. Policy also updated to include language formerly in AR that prohibits the disciplining of any employee for protecting a student who is exercising a free speech or press right, and to clarify language within the “Procedures for Serious Disciplinary Proceedings” section.

Board Policy 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district’s decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games violated the employee’s free exercise and free speech rights. Policy also updated to reflect Education Code 48907 and 48950 that prohibit districts from disciplining any employee acting to protect a student who is exercising their free speech or press right.

Board Policy 6146.1 – High School Graduation Requirements

Policy updated to move to the beginning of the policy students' obligation to complete statewide and Governing Board adopted graduation requirements unless exempted from local requirements, and include eligibility for students exempt from local requirements to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate. Policy also updated to reflect **NEW LAW (AB 101, 2021)** which (1) no longer authorizes a course in career technical education to serve as an alternative to the visual or performing arts or world language course requirement for high school graduation, and (2) requires, beginning with the 2029-30 school year, a student to complete a one-semester course in ethnic studies, as specified, to graduate from high school. Additionally, policy updated to reflect **NEW LAW (AB 181, 2022)** which requires districts to (1) exempt eligible students with disabilities from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements and award such students a high school diploma, and (2) notify the parents/guardians of eligible students of such exemption, as specified. Policy also updated to delete material applicable only to the 2020-21 school year, and to incorporate material from the accompanying AR, as the AR is being deleted as otherwise unnecessary.

Board Policy 6158 – Independent Study

Policy updated to reflect **NEW LAW (AB 181, 2022)** which (1) encourages districts to consider offering more than one independent study model for short- and long-term placements when adopting policy, (2) changes the threshold for when tiered reengagement strategies are required to be implemented, (3) adds that tiered reengagement strategies procedures include local programs intended to address chronic absenteeism, (4) includes that the requirement to develop a plan to transition students whose families wish to return to in-person instruction, as specified, applies to students who participate in independent study for at least 15 school days, (5) creates an exemption from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements for any student who is enrolled in classroom-based instruction and is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, (6) specifies that a signed written/learning agreement be obtained before the student begins independent study for students participating in independent study for 15 school days or more, and within ten school days of the first day of the student's enrollment for student participation of less than 15 school days, (for both traditional and course-based independent study), (7) adds that for students with disabilities the certificated employee designated as having responsibility for the special education programming of the student is required to sign the written/learning agreement, (for both traditional and course-based independent study), and (8) includes that a student with disabilities may participate in a course-based independent study program if the student's individualized education program specifically provides for such participation. Policy also updated to (1) move and expand material regarding the requirement for Governing Boards to hold a public hearing when setting policy, as specified, (2) emphasize that no student may be required to participate in independent study, (3) clarify that for course-based independent study procedures tiered reengagement strategies are not required to include notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, and (4) delete material applicable only to the 2021-22 school year.

Board Policy 6164.2 – Guidance/Counseling Services

Policy updated to expand the Governing Board's philosophical statement to include student well-being, and reflect **NEW LAW (AB 2508, 2022)** which (1) urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent counseling program within a Multi-Tiered Systems of Support framework, (2) revises the definition of "educational counseling," (3) amends the legislative intent of the responsibilities of school counselors, (4) requires educational counseling to include specified postsecondary services, and (5) revises the components that educational counseling is required and authorized to include. Policy also updated to reflect **NEW LAW (AB 643, 2021)** which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs and for districts that do hold such events to notify apprenticeship programs in their county, as specified. Additionally, policy updated to move material regarding early identification and intervention plans for students who may be at risk for violence.

Board Policy 6178 – Career Technical Education

Policy updated to move material regarding career technical education program components to be with related content, reflect **NEW LAW (AB 101, 2021)** which no longer authorizes a course in career technical education to serve as an alternative to the visual or performing arts or world language course requirement for high school graduation, and reflect **NEW LAW (AB 643, 2021)** which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs, and for districts that do hold such events to notify apprenticeship programs in their county, as specified.

Board Policy 6200 – Adult Education

Policy updated to reflect **NEW LAW (AB 486, 2021)** which repeals the authorization for districts in sparsely populated areas to participate in the adult education program administered by the county office of education. Policy also updated to (1) expand the Board’s philosophical statement, (2) move material regarding the district’s participation in a consortium to be with newly added material of similar content, (3) include that the Board may authorize an adult education student pursuing a high school diploma or a high school equivalency certificate, upon recommendation of the student’s adult school or noncredit program of attendance, to attend a community college during any session or term as a special part-time student, and (4) provide that a district may, with the approval of the County Superintendent of Schools and the Superintendent of Public Instruction, contract with another district to provide adult education instruction if the district has an adult school or classes but is unable to maintain that school or class(es) because of an inability to secure a teacher(s) or because of a lack of facilities.

Board Policy 7110 – Facilities Master Plan

Policy updated to recognize the importance of teacher housing needs, and reflect **NEW LAW (AB 306, 2021)** which adds the definition of “residential housing” as it applies to district facilities, excludes from the definition of “school building” any building used or intended to be used by a district as “residential housing,” and specifies that the Department of General Services is not required to approve residential housing for earthquake safety and access by persons with disabilities.

Board Policy 7150 – Site Selection and Development

Policy updated to add material regarding the Governing Board’s obligations when evaluating property prior to acquiring a new school or an addition to an existing school site, and reflect **NEW LAW (AB 819, 2021)** which requires the district to post specified environmental review documents.

Board Bylaw 9100 – Organization

Bylaw updated to reflect **NEW LAW (AB 486, 2021)** which changes the date requirements for districts to hold their annual organizational meeting.

CSBA POLICY GUIDE SHEET
December 2022

Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

Board Policy 3515 - Campus Security

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

Board Policy 3540 - Transportation

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

Board Policy 5131.7 - Weapons and Dangerous Instruments

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

Board Policy 5142 - Safety

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

Board Policy 5148.2 - Before/After School Programs

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Board Bylaw 9323 - Meeting Conduct

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

Policy 4118: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 07/01/2000 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. **An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.**

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of **the Board's** intention to suspend or dismiss **the employee** at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes

the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct **the** faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from **assigned** duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1, 44940)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Policy 4119.1/4219.1/4319.1: Civil And Legal Rights

Status: ADOPTED

Original Adopted Date: 03/01/2004 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the **performance of the employee's duties.**

District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time including when employees are not on duty or engaged in the supervision or instruction of students.

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. In addition, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be **dismissed, suspended**, disciplined, **reassigned, transferred**, or **otherwise** retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search district property under an employee's control.

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, **the** County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, **the employee** has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code **1102.7, 1102.8**)

No employee shall use or attempt to use official authority **status** or influence to intimidate, threaten, coerce, or command, **or attempt to intimidate, threaten, coerce, or command**, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal **have subsequently occurred** shall file a written complaint in

accordance with the district's complaint procedures. After filing a complaint with the district, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against the employee, in accordance with Education Code 44114.

Protection Against Liability

No employee shall be liable for harm caused by **the employee's** act or omission when acting within the scope of employment or district responsibilities, the employee's act or omission is in conformity with federal, state, **and local laws**, district policy, or administrative regulation, **and** the employee's act or omission is in furtherance of an effort to control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school. **(20 USC 7946)**

The protection against liability shall not apply when: **(20 USC 7946)**

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed.
 2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
 3. The employee was not properly licensed, if required, by state law for such activities.
 4. The employee was found by a court to have violated a federal or state civil rights law.
 5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
 6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.
 7. The misconduct involved a sexual offense for which the employee has been convicted in a court.
 8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.
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Policy 4140/4240/4340: Bargaining Units

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board recognizes the right of district employees to form a bargaining unit **and to** select an employee organization as **the** exclusive representative **to represent the employees** in **the employees'** employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. **(Government Code 3545)**

A bargaining unit of supervisory employees may be recognized if the bargaining unit includes all supervisory employees **and is** not represented by **an employee** organization that represents **district** employees **who are supervised by** the supervisory employees. (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, **or** discipline **other employees, or the responsibility to** assign work **to**, direct, **or** adjust grievance of other employees, or effectively recommend that action, **when the** exercise of **that** authority **is** not **of a** merely routine or clerical nature, but **requires** the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. **In the employment relationship with the district, such** employees may represent themselves **or** be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. **An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees. (Government Code 3543.4)**

Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board. **(Government Code 3540.1)**

Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. **(Government Code 3540.1)**

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication, provided that at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to **New Employee Orientations**

The district shall permit employee organizations access to new employee **orientation or onboarding process** where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation, **except that a shorter notice may be provided if** an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice. (Government Code 3555.5, 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to access to **the** new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of **a new employee orientation** shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, in addition to above provisions regarding new employee orientations, the district shall ensure the following: (Government Code 3556)

- 1. When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours. Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting.**

Upon the request of an exclusive representative scheduling such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space within seven days of receiving the exclusive representative's request.

- 2. When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people.**

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire, **unless the exclusive representative has agreed to a different interval for the provision of the information.** In addition, the Superintendent or designee shall provide the **exclusive representative the** same information in regard to all employees in the bargaining unit at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or of any employee who provides a written request that the information not be disclosed **to the exclusive representative.** Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

At least, at the beginning of each school year, the Superintendent or designee shall review the list of district employees to ensure that the list is complete and contains accurate information.

Communications with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government

Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Policy 4218: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. **An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.**

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly hearing. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee is

deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board. (Education Code 45113, 45312)

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session, unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate **the** authority to **determine whether sufficient cause exists for disciplinary action to** an impartial third-party hearing officer. When **a** matter is heard by a third-party hearing officer, the Board **shall** review the determination and adopt or reject the recommended decision. (Education Code 45113)

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a **witness who is a** minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

Policy 4218.1: Dismissal/Suspension/Disciplinary Action (Merit System) Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board expects all employees to perform their jobs satisfactorily and exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law, any applicable collective bargaining agreement, and the rules of the personnel commission.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. **An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.**

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

A permanent classified employee shall be subject to suspension, demotion, or dismissal only for one or more of the causes designated by rule of the personnel commission. (Education Code 45302, 45304)

When such serious disciplinary action is being contemplated against an employee, the district shall adhere to disciplinary procedures developed by the personnel commission. Due process shall be afforded to the employee, including proper notice, an opportunity for the employee to meet with a designated district official ("Skelly officer") or to respond in writing to the charges, and an opportunity to appeal the district's decision with the personnel commission in accordance with Education Code 45305-45307. If the matter is addressed in a hearing before the personnel commission, the decision of the personnel commission shall be final.

However, if the matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a **witness who is a** minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. The ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45312)

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 12/01/2017 | **Last Revised Date:** 10/31/2022 | **Last Reviewed Date:** 10/31/2022

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from District-Adopted Graduation Requirements," below. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. Five semesters/25 credits in visual or performing arts, world language, **or career technical education (CTE)**. For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. **Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)**

8. One semester/5 credits of health
9. Completion of 70 credits of elective credits

The minimum credits required to graduate is 230 credits.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board.

However, the following are exemptions from any graduation requirements adopted by the Board that are in addition to statewide course requirement:

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640**
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3**

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school **by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student,** or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and **others as required by law,** of the availability of the exemption **from local graduation requirements** and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Policy 6164.2: Guidance/Counseling Services

Status: ADOPTED

Original Adopted Date: 11/01/2007 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and **growth, and** serves the diverse needs of district students. **The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law.** Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning **and well-being.**

The Superintendent or designee shall ensure that all persons employed to provide **direct** school counseling, school psychology, school social work services **to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness** shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities **of such positions** shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. **Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services**
2. Planning, implementing, and evaluating **school counseling** programs
3. **Working within a MTSS that uses** multiple **data** sources to monitor and improve student behavior, **attendance, engagement,** and achievement
4. **Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies**
5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, **and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis**
6. Intervening to ameliorate school-related problems, including **problems** related to chronic absences **and retention**
7. Using research-based strategies to **promote mental wellness,** reduce **mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing,** mistreatment, **including**

mistreatment related to any form of conflict or bullying

8. Improving school climate and student well-being **by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services**
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
10. Providing counseling services for **unduplicated** students **who are** classified as English learners, **or foster youth, homeless children, and students** eligible for free **and** reduced-priced meals, including **interventions and support services that enhance** equity and access to **appropriate** education **systems** and **public and private** services
11. Engaging in continued development as a professional school counselor

Educational **And Career Counseling**

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program shall include academic counseling **and postsecondary services**, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
2. Optimizing progress towards achievement of proficiency standards **and competencies**
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes
4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to colleges and universities, standardized admissions tests, and financial aid
5. **High-quality career programs at all grade levels** in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
 - c. Developing work **self-efficacy** for the **ever**-changing work environment, **the changing needs of the workforce**, and the **effects** of work on **quality of life**
 - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
 - e. Understanding the value of participating in career technical education **pathways**, programs, **and certifications**, including, but not limited to, **those related to** regional occupational programs **and centers, the federal program administered**

by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities

f. Understanding the need to develop essential employable skills and work habits

g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their **peers**, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for **students who fail** to meet graduation requirements **to continue with their education.**

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with **a student** the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by **their** credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by **the student's** parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

Policy 6178: Career Technical Education

Status: ADOPTED

Original Adopted Date: 03/01/2008 | **Last Revised Date:** 09/01/2022 | **Last Reviewed Date:** 09/01/2022

The Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations **by providing a rigorous academic component and practical experience in all aspects of an industry**. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The Board shall review and approve all district plans and applications for the use of district, state, and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. **CTE courses approved for these purposes** shall be equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. **The Superintendent or designee** shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

To the extent required by law, the Superintendent or designee shall invite the participation of private school students in CTE programs supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins). (20 USC 2397)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. ***The Superintendent or designee*** shall also provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

The Superintendent or designee shall annually report to the Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation ***rates***. Data shall be disaggregated by program and various

student subgroups. Based on such data, the Board shall determine the need for program improvements and update the goals in the district's local control and accountability plan as necessary.

Policy 6200: Adult Education

Status: ADOPTED

Original Adopted Date: 06/01/1997 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board believes that education is a lifelong **endeavor** and that it is important for individuals to continuously develop new skills **necessary to participate effectively as citizens, workers, parents/guardians, and family and community members**. Eligible adults shall be offered opportunities to enroll in programs and courses that develop academic and workforce skills and, as appropriate, lead to completion of requirements for high school graduation.

The Superintendent or designee shall recommend, for approval by the Board and the California Department of Education, courses to be offered through the district's adult education program.

Adult education classes may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Board. **(Education Code 52505)**

The Superintendent or designee shall ensure that all teachers of adult education classes possess an appropriate credential issued by the Commission on Teacher Credentialing and have access to high-quality professional development to continuously enhance their knowledge and skills.

Upon recommendation of the administrator of the student's adult school or noncredit program of attendance, the Board may authorize an adult education student pursuing a high school diploma or a high school equivalency certificate to attend a community college during any session or term as a special part-time student. (Education Code 52620)

The Board may award diplomas or certificates to adults and eligible minors enrolled in adult schools upon satisfactory completion of a prescribed course of study in an elementary school program. (Education Code 52508, 52509)

Adult education students who fulfill the district's graduation requirements shall receive a diploma of high school graduation.

If the district has an adult school or classes for adults but is unable to maintain such school or classes because of an inability to secure a teacher(s) or because of a lack of facilities, the district may, with the approval of the County Superintendent of Schools and the Superintendent of Public Instruction, contract with another district for the instruction of such students. (Education Code 52511)

To ensure efficient and coordinated adult education services, the district may join a regional adult education consortium. The district shall participate in the consortium's identification of the educational needs of adults in the region, identification of available funding and services, development and approval of an adult education plan pursuant to Education Code 84906, and implementation of strategies to address the identified needs, improve the effectiveness of district services, and improve students' transitions into postsecondary education and the workforce.

The district's representative to the **regional** adult education consortium shall be designated by the Board. (Education Code 84905)

The Superintendent or designee shall regularly report to the Board on the effectiveness of the district's adult education program. This report shall include, but not be limited to, the number of adults and high school students participating in the program, student participation in each type of adult education course or class, and the extent to which students successfully completed these programs, including, as applicable, the completion of requirements for the high school diploma or certificate of equivalency.

Policy 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 03/01/2005 | **Last Revised Date:** 09/01/2022 | **Last Reviewed Date:** 09/01/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered **for short- or long-term placements**, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary **and no student shall be required to participate.** (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code **46300**)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for **participation** and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes **shall be the same for all students at each school** including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and

types of **programs**. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date **specified in the student's written** agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (**UC**) or the California State University (**CSU**) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that **all** students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who **are**: (Education Code 51747)

1. **Not** generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. **Not participating in synchronous instructional offerings** pursuant to **Education Code 51747.5** for more than **50** percent of the scheduled **times** of synchronous instruction in a school month as applicable by grade span
3. **In** violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include **local programs intended to address chronic absenteeism, as applicable, including** but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a **nonattendance** day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, **for students who participate in an independent study program for 15 school days or more**, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested **by the parent/guardian an** advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747)

For student participation for **15 school days or more**, a signed written agreement **shall be obtained before the** student **begins** independent study. **For student participation** of **less** than **15 school days, a signed written agreement shall be obtained within ten school days of** the first day of **the student's enrollment.** (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The **manner, time**, frequency, **and** place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study **projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days**, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years **of age**, the certificated employee responsible for the general supervision of independent study, and **for students with disabilities**, the **certificated employee** designated as having responsibility for the **special education programming of the student**

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by **UC or CSU** as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year, for **all** students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for **all** students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for **all** students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program as indicated by **the student's** performance on applicable student-level measures of student achievement and engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in **one or more** independent study **courses** is not being made, the teacher **providing instruction** shall notify the student and, if the student is under **18 years of age, the student's parent/guardian**. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be **treated as** a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled

student, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208
11. Courses required for high school graduation or for admission to **UC** or **CSU** shall not be offered exclusively through independent study
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course
14. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within **a course-based independent study** program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of the Course-Based Independent Study section above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. **Before** the commencement of an independent study **course projected to last for 15 school days or more, or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days,** the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee **responsible** for the general supervision of the independent study course, and **as applicable** for **students with disabilities, the certificated employee designated as having responsibility for the special education programming** of the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a **learning** agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, **and, if requested by the parent/guardian, an** advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's **signed or initialed and dated** notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in

part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental **agreements**, assignment records, work samples, and attendance records may be maintained **as an electronic** file **in accordance with** Education Code 51747 **and 51749.6, as applicable.**

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy 7110: Facilities Master Plan

Status: ADOPTED

Original Adopted Date: 02/01/1996 | **Last Revised Date:** 09/01/2022 | **Last Reviewed Date:** 09/01/2022

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment, **teacher housing needs**, and the district's educational program. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. **The Superintendent or designee** shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies
2. A description of the planning process
3. Demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs

4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications
5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds
6. Site selection criteria and process
7. Development of a capital planning budget and identification of potential funding sources
8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives
2. Provide for maximum site enrollment at school facilities
3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010
4. Are designed for the environmental comfort and work efficiency of the occupants
5. Are designed to require a practical minimum of maintenance
6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety
7. Are designed and engineered with flexibility to accommodate future need

Plans for the design and construction of new school facilities shall **also** meet the standards described in 5 CCR 14030, **the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen")**, the Americans with Disabilities Act (**ADA**) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

Policy 7150: Site Selection And Development

Status: ADOPTED

Original Adopted Date: 02/01/1999 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

The Governing Board believes that a school site should serve the district's educational needs in accordance with the district's master plan, as well as show potential for contributing to other community needs.

The Board recognizes the importance of community input in the site selection process. To this end, the Board will solicit community input whenever a school site is to be selected and shall provide public notice and hold public hearings in accordance with law.

The Superintendent or designee shall establish a site selection process which complies with law and ensures that the best possible sites are acquired and developed in a cost-effective manner.

Before acquiring property for a new school or an addition to an existing school site, the Board, **at a public hearing**, shall **either** evaluate the property using state site selection standards **specified in 5 CCR 14010 or, if a district advisory committee was appointed to evaluate the property, receive the committee's report of findings based on those standards. (Education Code 17211, 17251)**

Environmental Impact Investigation for the Site Selection Process

The Superintendent or designee shall determine whether any proposed development project is subject to the requirements of the California Environmental Quality Act (CEQA) and shall ensure compliance with this Act, including any web site posting requirements. When evaluating district projects, the CEQA guidelines shall be used.

Environmental review documents, including a draft environmental impact report, environmental impact report, negative declaration or mitigated negative declaration, and public notice of the preparation and availability of such documents, shall be posted on the district's web site. (Public Resources Code 21082.1, 21092, 21092.2)

Agricultural Land

If the proposed site is in an area designated in a city, county, or city and county general plan for agricultural use and zoned for agricultural production, the Board shall determine all of the following: (Education Code 17215.5)

1. That the district has notified and consulted with the city, county, or city and county within which the prospective site is to be located
2. That the Board has evaluated the final site selection based on all factors affecting the public interest and not limited to selection on the basis of the cost of the land
3. That the district shall attempt to minimize any public health and safety issues resulting from the neighboring agricultural uses that may affect students and employees at the site

Bylaw 9100: Organization

Status: ADOPTED

Original Adopted Date: 09/01/1992 | Last Revised Date: 09/01/2022 | Last Reviewed Date: 09/01/2022

Santa Cruz City Schools consist of the Santa Cruz City Elementary School District and the Santa Cruz City High School District. Each district has a separate budget and taxing authority and is a separate legal school district for the general purposes of the Education Code. The minutes of meetings are kept in once Official Minutes Book.

Government of Both Districts by the Santa Cruz City Schools Board of Education

Under the Santa Cruz City Charter provision #1603, both the high school and the elementary school districts shall be governed by a single Board of Education, called the Santa Cruz City Schools Board of Education.

Membership of Board

The Board shall consist of seven members, representing each of the seven district trustee areas.

Student Board Members

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the education program. In order to provide student input and involvement, the Board shall include at least one Student Board Member selected in accordance with procedures approved by the Board and detailed in California Education Code section 35012. The Student Board Member(s) shall make recommendations on matters before the Board and will be asked before each Board vote for his/her recommendation on all matters except those discussed in closed session. The term of the Student Board Member(s) shall be one year commencing on July 1 of each year. The Student Board Member(s) shall have the right to attend all Board meetings, committee meetings, and workshops except closed sessions. The Student Board Member(s) shall also be eligible for training provided by state and regional organizations at the expense of the District. The Student Board Member(s) shall be seated with the regular Board members and may participate in questions and discussions pertaining to issues and shall receive all materials given to Board Members, with the exception of matters for closed session. In addition to support from the administration, the Student Board Members(s) may have a mentor assigned to him/her. The student representative's mentor shall be a current SCCS Board Trustee.

Term of Office

The Board shall consist of seven members whose terms shall be staggered that as nearly as practicable one half of the members shall be elected every two years. The term of office for members elected in regular election or appointed in lieu of an election (i.e., running for position unopposed) shall be four years commencing on the first Friday in December next succeeding their election. A Board member's term expires four years after his/her initial election on the first Friday in December following the election of new members. A member whose term has expired shall continue to discharge the duties of office until a successor has qualified by taking the oath of office.

Annual Organization Meeting

Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within 15 **days following the second Friday in December after the regular** election. During **all other** years, the meeting **may** be held on **any date in December, but no later than December**

20th. (Education Code 35143)

During any year in which a regular election is conducted, the Board, at **the** regular meeting held immediately prior to the **second Friday in December, shall select the day and time of the organizational meeting. For any other year, the day and time of the organizational meeting shall be selected at the last regular meeting held immediately before the annual meeting.**

On behalf of the Board, the Superintendent shall notify the County Superintendent of Schools of the day and time selected. Within 15 days prior to the date of the annual meeting, the Superintendent shall notify in writing all Board members and members-elect of the date and time selected for the meeting. (Education Code 35143)

At this meeting the Board shall:

1. Hold a discussion to identify members potentially interested in serving as officers, prior to taking nominations.
2. Elect a president and a vice president from its members
3. Appoint the Superintendent as secretary to the Board
4. Authorize signatures

At Biannual Governance meetings the Board shall:

1. Approve a Board governance calendar stating the time when the Board will address important governance matters
2. Designate Board representatives to serve on committees or commissions of the district, other public agencies, or organizations with which the district partners or collaborates
3. Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials

Election of Officers

The Board shall each year elect its entire slate of officers.

No Board member shall serve more than one consecutive year(s) in the same office.

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/01/1998 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the SPI. (Education Code 56195.1)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (**CDE**) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and **approve the tactical response plan**, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) **Access and Reporting**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be

adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

The Board shall establish a parent advisory committee to **provide advice** on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined **above and parents/guardians of students with disabilities**. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a

numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Policy 3460: Financial Reports And Accountability

Status: ADOPTED

Original Adopted Date: 11/01/2004 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal **management policies and practices**, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that **district** financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). **The Superintendent or designee** shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When **submission of** any such report to a local, state, and/or federal agency **requires prior Board approval**, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report **without breaking any applicable submission deadline**.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall **take action** to resolve these conditions **without delay**. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to **provide** the district **with needed advice or fiscal management or training**.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, **at a regular or special meeting**, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim reports to the Board. **The** first report **shall cover** the district's financial and budgetary status for the period ending October 31 and the second report **shall cover** the period ending January 31. **These** reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the Board, **shall certify in writing** whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the **fiscal** year, the County Superintendent **concludes that the district's budget does not comply with the standards and criteria for financial stability and** conducts a comprehensive review of the **district's** financial and budgetary conditions, the Board shall review **any report of** the County **Superintendent's findings and** recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of **the Board's** proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm **whose** lead or coordinating audit partner having primary responsibility for the audit or **whose** audit partner responsible for reviewing the audit has performed audit services for the district in each of the six previous fiscal years **shall not be selected to perform a district audit.** (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
 2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
 3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
 4. Participate with the independent auditor in presenting the audit report to the Board
 5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
 6. Provide input on the effectiveness of the independent auditor
 7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems
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Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the district's **school site council**, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The

Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. ***The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.***

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

- 1. The transportation services offered to students***
- 2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive***
- 3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)***
- 4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost***

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the

student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, **when using district provided transportation**, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless **a student** has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose **shall submit a written request to the principal**, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, **together with** a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when **it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds** is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall

be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person **shall be provided** with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions **shall be taken** to ensure the safety of all persons on school grounds **and the safe keeping of the weapon**, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any **permitted** weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon **is possessed or used** inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall **also** inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy 5142: Safety

Status: ADOPTED

Original Adopted Date: 11/01/2002 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district **provided** transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number
2. The National Domestic Violence Hotline

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board desires to provide **learning opportunities for students beyond the regular school day** that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program **offered by the district** shall be planned through a collaborative process **as required by law**. (Education Code 8422, 8482.5, **8484.75**, 46120)

To the extent feasible, the district shall give priority to establishing **expanded learning opportunities beyond the regular school day** in low-performing schools and/or programs that serve low-income and other at-risk students.

Any **expanded learning opportunities, including but not limited to** After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), **Expanded Learning Opportunities Program (ELO) or any** other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, **or 46120**, shall be approved by the Board.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's **expanded learning opportunity programs** possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

A family fee may be charged to participating families based on the actual cost of services.

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or **ELO s** programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child-care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child-care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development **and acquisition of instructional** knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich **learning** environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR **17701-17711** and the accompanying administrative regulation. (5 CCR **17701**)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing

options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR **17746-17748**.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code **8322**)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR **17709-17711**)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, **17781**)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Bylaw 9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 06/01/2006 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Board Member Qualifications

Any person is eligible to be a member of the Governing Board, without further qualifications, if **the person** is 18 years of age or older, a citizen of California, a resident of the school district **or, if applicable, the trustee area**, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when **the person** has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign **from district** employment before being sworn in or shall have **the** employment automatically terminated upon being sworn into office. (Education Code 35107)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Consolidation of Elections

To reduce costs associated with conducting elections, the Board may consolidate Board elections

with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Elections Process and Procedures

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures **as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)**

When the district's election method is to be changed, the Board shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles

in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

Bylaw 9223: Filling Vacancies

Status: ADOPTED

Original Adopted Date: 09/01/1989 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Events Causing a Vacancy

A vacancy on the Governing Board may **arise from** any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of **the** office for the remainder of **the** term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer **an** effective date of resignation for more than 60 days after **the date** the resignation **is filed** with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office by recall (Elections Code **11000**; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)
6. **A** Board member ceases to inhabit the trustee area **represented** on the Board (58 Ops.Cal.Atty.Gen. 888 (1975))
7. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days
 - c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board
 - d. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month

period, and the Board may appoint an interim member to serve **during the** absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

8. A Board member's ceasing to discharge the duties of **the** office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)
9. A Board member's conviction of a felony or any offense involving a violation of official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
10. A Board member's refusal or neglect to file **the** required oath within the time prescribed (Government Code 1770)
11. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
13. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)
2. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which the person was elected to fill. (Education Code 5093)
- 3. When a vacancy occurs outside of the statutory time windows identified in Items #1 and #2 above, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment. (Education Code 5091, 5093)**

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107, **as described in BB 9220 - Governing Board Elections.**

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by majority vote.

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

If within 30 days of the Board's appointment, registered voters of the district or, where elections are by trustee areas, of the trustee area submit a petition for special election which the County Superintendent determines to be legally sufficient, the provisional appointment is terminated, and a special election shall be held in accordance with Education Code 5091 to fill the vacancy.

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: 12/01/2022 | Last Reviewed Date: 12/01/2022

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned **by** 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, **if necessary, may** subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, **except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.**

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

- c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
7. The Board president shall not permit **actual disruption** of Board meetings. **Actual** disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board **and remove the individual from the meeting**.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Policy 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 10/10/2012 | Last Revised Date: 01/__/2023 | Last Reviewed Date: 01/__/2023

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement ***in accordance with Administrative Regulation 5117***.

Transportation

The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for an interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Policy 7312: ^Memorials On Facilities And Grounds

Status: DRAFT

Original Adopted Date: Pending

Purpose

Santa Cruz City Schools recognizes that the loss of a student or a staff member deeply impacts students, staff and families. The purpose of this policy is to outline the district's structure to support staff, students and families impacted by a traumatic death, including death by suicide. The policy provides information to assist connecting with appropriate school and community resources. This policy also recognizes that memorials after suicide may glamorize death and communicate suicide as an appropriate or desired response to stress; therefore, planning in this scenario will involve consultation with mental health professionals.

General Statement of Policy

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff, and permanent memorials such as plaques, plantings or benches will not be allowed. At the discretion of the Principal, in consultation with the Superintendent, gatherings of remembrance may be held on school grounds in a manner and time that preserves the learning environment and is age appropriate.

Memorial Policy

Memorials for deceased students and staff are limited to endowments, scholarships, or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship.

Existing memorials established prior to the implementation of this policy will remain intact. Existing memorials are generally the sole responsibility of the entity providing the memorial; district staff and/or finances may only be used to maintain current memorials as part of regular maintenance processes and/or to ensure safe conditions. The district reserves the right to remove a memorial if it is not or cannot be maintained or is contrary to the overall educational needs of the students.

Memorial activities may include:

1. **Commemorative Events:** Site administration, in consultation with the Superintendent, may support students in establishing a commemorative event in the name of a deceased student or staff member. Activities cannot be held during the school day, and should be sponsored by a class, club, or activity in which the deceased student or staff member participated. Advertisement of events must occur outside the school day. It is recommended that commemorative events utilize community partners (e.g., community clubs, faith communities, etc.)
2. **Graduation Recognition:** One symbol representing all deceased members of a graduating class, such as a plant or bouquet of flowers, may be present on stage.
3. **Moment of Silence Recognition:** Upon request or permission of the deceased student's or staff member's family, a 'moment of silence' may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within two school days following notification of the death, but will not be observed at the commencement ceremony. Moments of silence are also approved for use at School Board

meetings, co-curricular events in which the deceased participated, and community based events.

4. Spontaneous Memorials: In the aftermath of a death of a student or staff member, spontaneous memorials such as placing items by a student's locker or desk may be appropriate until after a celebration of life or memorial service. Site administration will monitor and manage spontaneous memorials which will be removed and offered to the family as appropriate.

District Facility Rentals

The Superintendent, in consultation with site administration, has the discretion to consider memorial events that utilize district facility rentals outside of the school day when the death of a student, staff member, or community member has a significant impact on a majority of students, staff and community. District facility rentals must meet the current rental guidelines and policies.

Prohibited Memorial Activities

1. Selling and/or fundraising of memorial items during the school day is prohibited. District student activity accounts cannot be used to support, finance, or fundraise for memorialization. Proceeds from district co-curricular events or contests cannot be donated to agencies for memorialization.
 2. Utilizing formal all-school or school-wide events, including Commencement, Homecoming festivities, Prom, and other thematic events or weeks to memorialize deceased students or staff is prohibited. Commemorative items or events can be sponsored by community based agencies and promoted outside the school day.
 3. School Yearbooks are not dedicated to the memorialization of deceased persons.
 4. Formal, school-wide recognition of anniversary dates will not occur.
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