



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

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Regular Board Meeting
Thursday November 18, 2021
Open Session 4:00PM
Held by Videoconference Only

NOTICE:

Consistent with AB 361 and Government Code section 54953, and subsequent Board action, this meeting will be held remotely. Members of the public may access the meeting using the following information:

<https://santacruzcoe-org.zoom.us/j/87589169138>

Or join by phone:

Phone Number: +1 669-900-6833

Meeting ID: # 875 8916 9138

PUBLIC COMMENT:

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

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to vvalentin@santacruzcoe.org no later than 2:00 PM on November 18th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo por videoconferencia durante la reunión virtual hasta tres minutos cada uno para cualquier tema que no esté incluido en la agenda, y hasta tres minutos para cualquier tema incluido en la agenda. Para solicitar hablar durante los comentarios públicos o sobre cualquier tema de la agenda, complete este formulario: <https://sccoe.link/PublicComment>

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 18 de noviembre. Cada individuo solo puede hacer un comentario por tema.

AGENDA

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

Rose Filicetti (President), Ed Acosta, Alyssa Alto, Sandra Nichols, Sue Roth, Abel Sanchez, Bruce Van Allen
Faris Sabbah, Secretary

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4. PUBLIC COMMENT

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

5. CONSENT AGENDA

All items appearing on consent agenda are recommended actions which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

- 5.0.1 Minutes of the Regular Board Meeting held on October 21, 2021
- 5.0.2 Treasurer's Quarterly Report For the Quarter Ending June 30, 2021
- 5.0.3 Treasurer's Quarterly Report For the Quarter Ending September 30, 2021

5.1 DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 5.0 for further discussion/consideration if so determined.

6. CORRESPONDENCE

Official correspondence received by the Board is included herein.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 Pacific Collegiate School Annual Report

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

Presenter(s): Debi Bodenheimer, Associate Superintendent, Educational Services
Dr. Maria Reitano, Head of School, Pacific Collegiate School
Aliyya Hatcher, Director of Diversity, Equity, Inclusion, and Access, PCS

7.2 Annual Report: Williams Legislation, Status of Decile 1-3 Schools - Pajaro Valley Unified School District and Santa Cruz City School District

Education Code § 1240(2)(B) requires, pursuant to the Williams Settlement Legislation, that the County Superintendent of Schools report the findings of the visits and reviews of schools within the county designated as decile 1-3 schools.

Presenter(s): Bryan Wall, Williams Coordinator, Santa Cruz COE
Richard Reid, Director, COE Maintenance and Operations

7.3 Educator Effectiveness Funds for Santa Cruz County Office of Education

The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting

Presenter(s): Dr. Faris Sabbah, Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

7.4 Educator Effectiveness Funds for Career Advancement Charter

The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting

Presenter(s): Dr. Faris Sabbah, Superintendent of Schools
Denise Sanson, Executive Director, Student Programs

7.5 COVID-19 School Update

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

7.6 Review and Discuss Board Bylaw 9400: Self Evaluation

The County Board of Education shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the vision and goals. Each year, the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. The Board will review the requirements and process for the 2021 Board Self Evaluation.

Presenter(s): Rose Filicetti, President, County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

8. NEW BUSINESS AND ACTION ITEMS

8.1 Resolution #21-27: Recognizing National Native American Heritage Month

In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States. The Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities. The Board will consider adopting Resolution #21-27.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee
Valentin Lopez, Chairman, Amah Mutsun Tribal Band

Motion &

Roll Call Vote: Rose Filicetti, President

8.2 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Community Schools

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

Motion &

Roll Call Vote: Rose Filicetti, President

8.3 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Court Schools

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

Motion &

Roll Call Vote: Rose Filicetti, President

8.4 Resolution #21-28: Board Members Compensation

The Santa Cruz County Board of Education appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250. The Board will consider adoption of Resolution #21-28.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee

Motion &

Roll Call Vote: Rose Filicetti, President

8.5 First Reading: Board Policies 6000s Series

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 6141.2 Recognition of Religious Beliefs and Customs

Presenter(s): Bruce Van Allen, Chair, Policy Committee

Motion &

Roll Call Vote: Rose Filicetti, President

8.6 Second Reading: Board Policies 5000s Series

Modified and new policies may be adopted by the County Board of Education. The Board may accept the following proposed policy(ies) as submitted and move to take action, order changes, or order changes and bring back for a final reading:

BP 5131.7 Weapons and Dangerous Instruments

Presenter(s): Bruce Van Allen, Chair, Policy Committee

Motion &

Roll Call Vote: Rose Filicetti, President

8.7 First Reading: Board Policies

Modification and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading. The Board will consider action to remove the following policies:

BP 5144	Discipline
BP 6146.2	Certificate of Proficiency/High School Equivalency
BP 6161.1	Selection and Evaluation of Instructional Materials
BP 6161.11	Supplementary Instructional Materials
BP 6162.5	Student Assessment
BP 6164.2	Guidance Counseling Services

Presenter(s): Bruce Van Allen, Chair, Policy Committee

Motion &

Roll Call Vote: Rose Filicetti, President

8.8 Discussion and Possible Approval of Resolution #21-29 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on October 21, 2021, the County Board of Education adopted Resolution #21-26, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #21-29, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s): Rose Filicetti, President, County Board of Education

Motion &

Roll Call Vote: Rose Filicetti (President)

9. SUPERINTENDENT'S REPORT

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

10. TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events, and activities as related to Board goals of: Advocating for students, maintaining community relations, and promoting student achievement.

11. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

12. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
December 16, 2021
4:00 p.m.

13. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County 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. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. 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. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Verenise Valentin by telephone at (831) 466-5900. 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 Verenise Valentin por teléfono al número (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.1

Board Meeting Date: November 18, 2021

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Action

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Information

TO: County Board of Education

FROM: Administration

SUBJECT: Minutes of the Regular Board Meeting held on October 21, 2021

BACKGROUND

Minutes from the Regular Board Meeting held on October 21, 2021.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

To approve the minutes of the Regular Board Meeting held on October 21, 2021.



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Santa Cruz County Board of Education
Regular Board Meeting
Thursday October 21, 2021
Open Session 4:00PM
Held by Videoconference Only

UNAPPROVED MINUTES

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

Trustees Present

Rose Filicetti (President), Ed Acosta, Alyssa Alto, Sandra Nichols, Sue Roth, Abel Sanchez, Bruce Van Allen

Staff Present

Faris Sabbah (Secretary), Debi Bodenheimer, Jason Borgen, Celeste Gutierrez, Dr. Jennifer Izant Gonzales, Melissa Lopez, Liann Reyes, Amity Sandage, Denise Sanson, Verenise Valentin

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented (Nichols/Roth 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

4. PUBLIC COMMENT

Laura Rockow (Parent) submitted a request to speak during public comment, but was not present for the item.

Brandon Johson (Parent) expressed concerns with the Governor's proposed vaccine mandate for students.

Carol Bjorn (Community Member) asked the Board to consider holding in-person meetings and to stop enforcing CDPH guidance in schools.

Karen Corsino (Parent) expressed concerns with the Governor's proposed vaccine mandate for students and masking in schools.

Joanne Wolfeld (Community Member) submitted a request to speak during public comment, but was not present for the item.

Kristin Hurley (Community Member) expressed concerns with the Governor's proposed vaccine mandate for students.

Katherine Welsh (Parent) submitted a request to speak during public comment, but was not present for the item.

Deena Riggins (Parent) expressed concerns with the masking protocol in schools and the Governor's proposed vaccine mandate for schools.

Marlese Roton (Community Member) submitted a request to speak during public comment, but was not present for the item.

5. CONSENT AGENDA

5.0.1 Minutes of the Regular Board Meeting held on September 16, 2021

5.0.2 Minutes of the Special Board Meeting held on September 30, 2021

5.0.3 Donations

Trustee Acosta and Trustee Roth choose to abstain from voting on the minutes due to their absence.

President Filicetti thanked Jacob Lackey for his donation to the Career Technical Education Partnership (CTEP).

A motion was made to approve the consent agenda as presented (Van Allen/Alto 5-0-2).

Ayes: Alto, Nichols, Sanchez, Van Allen, Filicetti

Nays: None

Abstain: Acosta, Roth

Absent: None

5.1 DEFERRED CONSENT ITEMS (if required)

None.

BOARD RECESS

At the request of Vice-President Sanchez, President Filicetti called a recess to the Board meeting at 4:33pm because protesters had entered the COE building without permission. The meeting resumed at 5pm.

6. CORRESPONDENCE

Official correspondence received by the Board was included in the packet. Additional correspondence received October 21, 2021 was mailed to Trustees.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 2020 Census

The Board received a presentation on the evaluation of existing voting areas and received input on potential adjustments by Chris Schmidt, Cooperative Strategies. The County trustee area variance is 7.4%. The County variance is in compliance with state requirements.

Trustee Van Allen, Trustee Sanchez, Trustee Roth, and President Filicetti asked clarifying questions on the process for adjusting area boundaries and demographic questions.

Trustee Acosta and Trustee Roth thanked Mr. Schmidt for his presentation.

No Trustees expressed interest in re-drawing the County district lines based on the information provided.

Liann Reyes, Deputy Superintendent, Business Services, shared with the Board the next steps in the redistricting process.

7.2 COVID-19 School Update

Superintendent Sabbah gave a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

Trustee Van Allen asked clarifying questions on the set up and structure of the vaccine clinics.

7.3 Review of LCAP Process

Dr. Jennifer Izant Gonzales, Director, Alternative Education, presented to the Board a review of the LCAP approval process and presented minor clarifications and edits to the 2021-2022 LCAP.

Superintendent Sabbah acknowledged Dr. Izant Gonzales professionalism, commitment, and meticulousness.

President Filicetti thanked Dr. Izant Gonzales for her presentation and commitment.

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan

LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. Dr. Izant Gonzales presented the ESSER III Expenditure Plan to the Board and asked the Board to approve the plan.

Trustee Van Allen asked clarifying questions on the plan.

President Filicetti thanked Dr. Izant Gonzales and the Alternative Education staff for their attention to the social emotional needs of students and to safety.

A motion was made to approve the Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan (Van Allen/Roth 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.2 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter School (CAC)

California Education Code § 64001(i) requires that the School Plan for Student Achievement be reviewed and approved by the governing board whenever there are material changes that affect the academic program for pupils covered by programs identified in this part. Denise Sanson, Senior Director, Student Programs presented the SPSA plan to the Board.

President Filicetti thanked the Student Programs department and teachers for their commitment to students, amidst so much change.

Trustee Van Allen acknowledged and praised the Career Advancement Charter School for the hiring of a Transition Specialist.

A motion was made to approve the School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter School (CAC) (Van Allen/Roth 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.3 Adopt Resolution #21-17: Approving the Application for Outdoor Equity Grants Program Grant Funds

For consideration of the Outdoor Equity Grant proposal, a signed board resolution is required as part of the grant review process. Amity Sandage, Environmental Literacy Coordinator, Educational Services and Celeste Gutierrez, Student Leadership and Engagement Coordinator, Student Support Services presented background information on the grant and Resolution #21-17.

Courtney Beam (Parent) submitted a request to speak during public comment, but was not present for the item.

Trustee Van Allen asked a clarifying question and thanked Ms. Sandage and Ms. Gutierrez for their commitment to increasing environmental literacy and student leadership.

A motion was made to adopt Resolution #21-17: Approving the Application for Outdoor Equity Grants Program Grant Funds (Nichols/Roth 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.4 Adopt Resolution #21-18: Recognizing Hispanic Heritage Month

Each year our nation observes Hispanic Heritage Month, a commemoration started in 1968 and expanded in 1988 to cover the 30-day period of September 15 to October 15, with its first day commemorating the start of the Mexican War of Independence, leading to the independence of Mexico, Guatemala, El Salvador, Costa Rica, Honduras, and Nicaragua.

President Filicetti shared excerpts from the Santa Cruz Sentinel Guest Commentary article, “Let’s Celebrate Hispanic Heritage Month Year Round” and praised this Resolution.

A motion was made to adopt Resolution #21-18: Recognizing Hispanic Heritage Month (Nichols/Van Allen 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.5 Adopt Resolution #21-19: In Support of October as College and Career Month

College Awareness Week is observed annually during the full week prior to Cabrillo College's College & Career Night, usually the first Monday in October or November. This year, Santa Cruz County College and Career Collaborative has chosen to spread its events out over the month of October. Trustee Nichols and Debi Bodenheimer, Associate Superintendent, Educational Services presented the Resolution to the Board.

President Filicetti shared the importance of supporting and encouraging students to pursue college.

A motion was made to adopt Resolution #21-19: In Support of October as College and Career Month (Nichols/Acosta 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.6 Adopt Resolution #21-20: Proclaiming October as LGBTQ+ History Month

LGBTQ+ History Month is an annual, month-long observance of lesbian, gay, bisexual, and transgender history, and the history of the gay rights and related civil rights movements, which was founded in 1994 by Missouri high-school history teacher, Rodney Wilson. The County Board of Education affirms its role in, and commitment to, continuing the historical process of transforming the educational system to ensure inclusiveness, safety, and a sense of belonging for all LGBTQ+ students, teachers, staff, and their families.

President Filicetti and Trustee Van Allen commented on the importance of making our students feel safe at school.

A motion was made to adopt Resolution #21-20: Proclaiming October as LGBTQ+ History Month (Nichols/Van Allen 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.7 Adopt Resolution #21-21: Recognizing October 10 through October 16 Week of the School Administrator

The title "school administrator" is a broad term used to define many education leadership positions. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators. Trustee Nichols presented the Resolution to the Board.

President Filicetti acknowledged and thanked Superintendent Sabbah for his leadership and the administrators in the County.

A motion was made to adopt Resolution #21-21: Recognizing October 10 through October 16 Week of the School Administrator (Nichols/Alto 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None

Abstain: None

8.8 Adopt Resolution #21-22: Recognizing October 18 Through October 22 as Digital Citizenship Week

Digital citizenship gives students the foundational skills they need to compete and succeed in the 21st-century workplace and participate ethically in society at large. The Santa Cruz County Office of Education is a proud supporter of digital literacy efforts, offering professional learning to assist educators in implementing a digital citizenship curriculum and training program for their school or district. Trustee Nichols and Jason Borgen, Chief Technology & Innovations Officer, Technology, Innovation, and Communication presented the Resolution to the Board.

A motion was made to adopt Resolution #21-22: Recognizing October 18 Through October 22 as Digital Citizenship Week (Van Allen/Nichols 7-0).

Ayes: Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays: None
Abstain: None
Absent: None

8.9 Adopt Resolution #21-23: In Support of Student and School Climate Action

The Santa Cruz County Board of Education recognizes and honors the foresight of the young generation and their valid apprehension of a future drastically diminished by climate change from the world adults today enjoy. The Santa Cruz County Board of Education encourages local school administrations to assure that students are not penalized or discouraged from participation in peaceful climate activism, including climate justice walkouts and other activities they may initiate. Trustee Van Allen presented the Resolution to the Board.

A motion was made to adopt Resolution #21-23: In Support of Student and School Climate Action (Van Allen/Acosta 7-0).

Ayes: Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays: None
Abstain: None
Absent: None

8.10 Adopt Resolution #21-24: Gann Amendment Appropriations Limit

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution. Melissa Lopez, Director, Fiscal Services, presented the Resolution to the Board.

Trustee Van Allen thanked staff for their work.

A motion was made to adopt Resolution #21-24: Gann Amendment Appropriations Limit (Nichols/Van Allen 7-0).

Ayes: Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays: None
Abstain: None
Absent: None

8.11 Adopt Resolution #21-25: In the Matter of Uniform Public Construction Cost Accounting Procedures

Prior to the passage of Assembly Bill No. 1666, Chapter 1054, Statutes of 1983, which added Chapter 2, commencing with Section 22000, to Part 3 of Division 2 of the Public Contract Code, existing law did not provide a uniform cost accounting standard for construction work performed or contracted by local public agencies. Liann Reyes, Deputy Superintendent, Business Services, presented the Resolution to the Board.

Trustee Acosta asked clarifying questions on the formal and informal bidding process.

A motion was made to adopt Resolution #21-25: In the Matter of Uniform Public Construction Cost Accounting Procedures (Nichols/Roth 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.12 Discussion and Possible Approval of Resolution #21-26 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on September 30, 2021, the County Board of Education adopted Resolution #21-16, finding that meeting in person would present imminent risks to the health or safety of attendees. The County Board of Education discussed and considered adoption of Resolution #21-26.

Trustee Van Allen, President Filicetti and Trustee Roth shared their thoughts on the Resolution and asked clarifying questions. Clarifying questions were answered by Superintendent Sabbah.

A motion was made to adopt Resolution #21-26 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953 (Nichols/Van Allen 7-0).

Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

8.13 First Reading: Board Bylaws 9000s Series

Modification and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading. The Board will consider action to remove the following policies:

BB 9250.1	Health and Welfare Benefits - Current Board Members
BB 9250.2	Health and Welfare Benefits - Retirees

Trustee Nichols asked the Board Policy Committee clarifying questions on the Board Bylaws 9250.1 and 9250.2.

A motion was made to rescind Board Bylaw 9250.1 Health and Welfare Benefits - Current Board Members and Board Bylaw 9250.2 Health and Welfare Benefits - Retirees (Van Allen/Alto 6-1).

Ayes:	Acosta, Alto, Roth, Sanchez, Van Allen, Filicetti
Nays:	Nichols
Abstain:	None
Absent:	None

9. SUPERINTENDENT'S REPORT

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

10. TRUSTEE REPORTS (3 minutes each)

Trustee Sanchez met with Liann Reyes on the Budget Committee, visited PCS with the charter school committee, and participated in the PVUSD State of the District event.

Trustee Alto thanked the charter school committee members for keeping her updated as she was sick and could not attend the meeting.

Trustee Van Allen worked with the policy committee and the community outreach and legislation committee. As well, he has been working with our student climate action leaders.

Trustee Acosta left the meeting before providing his Trustee report.

Trustee Nichols worked on the ten resolutions that were presented on this month's Board agenda.

Trustee Roth attended the Special Boarding meeting, the SCCOE/Pacific Collegiate School Charter Committee Meeting, SCCOE Agenda Committee Meeting and the SCCOE All meeting.

President Filicetti attended the Santa Cruz Operational Call on COVID-19/vaccine distribution, wildfire season and emergency prep, and CZU Fire recovery. She also attended the Santa Cruz CSBA September Meeting, Santa Cruz County Office of Education's Environmental Equity Event, the COE Policy Committee, and the Special Board Meeting. She also resigned from her position on Delegate Assembly and the CCBE Board of Directors due to CSBA's Convention COVID policy. John McPherson of Monterey COE will take her place. She also attended the Santa Cruz County Equity Series Focus on Supporting LGBTQ+ Youth and Families, the Agenda Committee, Women in Leadership Forum about encouraging more women to join Boards, Commissions, and political office, Creating Gender Affirming Schools presentation and panel discussion with Safe Schools Project, third of four sessions of a DEI-Belonging Learning Group, COE Optional Equity Discussion and Inside Education with Ian Magruder of Landed.

11. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

11.1 Charter School Subcommittee Meeting

The Charter School Subcommittee visited Pacific Collegiate School in early October for a school site visit and to meet with the school's administration and board members. The topics discussed at the meeting include the school's COVID-19 response, diversity plans, and Pacific Collegiate's County Board presentation for November. Trustee Sanchez presented to the Board a summary of the meeting.

12. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
November 18, 2021
4:00 p.m.

13. ADJOURNMENT

The Board President adjourned the meeting at 7:47 PM

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County 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. Persons wishing to address the Board are asked to complete the following form: <https://sccoe.link/PublicComment>. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. 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. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Verenise Valentin by telephone at (831) 466-5900 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 Verenise Valentin por teléfono al número (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: November 18, 2021

☒

Action

☐

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes Superintendent, Business

SUBJECT: Treasurer's Quarterly Report For the Quarter Ending June 30, 2021

BACKGROUND

Santa Cruz County Treasurer's Quarterly Investment Report for the period ending June 30, 2021

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the report.

Santa Cruz County Treasurer's

Quarterly Investment Report

**For the Quarter Ended
June 30, 2021**



Edith Driscoll
Auditor – Controller – Treasurer - Tax Collector

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TREASURY OVERSIGHT COMMISSION

Chairperson:

Ron Sekkel
Public Member
Alternate: Vacant

Current Members:

Chris Schiermeyer
Member Representing School Districts
Alternate: Vacant

Manu Koenig
Member Representing County of Santa Cruz
Board of Supervisors
Alternate: Greg Caput

Faris Sabbah
Superintendent of Schools
Santa Cruz County Office of Education
Alternate: Liann Reyes

Vacant
Member Representing Special Districts
Alternate: John Stipes

AUDIT PROCESS

The Santa Cruz County Treasurer's Office is audited on an annual basis by an outside auditor selected by the Santa Cruz County's Audit Committee. Additionally, all investments are audited on a regular basis by the County Auditor as well as on a daily basis by an in-house audit process.



COUNTY OF SANTA CRUZ

EDITH DRISCOLL
AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR
701 OCEAN STREET, SUITE 100, SANTA CRUZ, CA 95060-4073
(831) 454-2500 FAX (831) 454-2660

July 8, 2021

Board of Supervisors
County of Santa Cruz
701 Ocean Street
Santa Cruz, CA 95060

Subject: **CERTIFICATION OF LIQUIDITY**

Dear Members of the Board:

This report shows the investment activity for the quarter ending June 30, 2021 of pooled funds on deposit with the Treasurer and that it is in compliance with California Government Code Sections 27000 et seq., 53600 et seq., and the County's 2021 Investment Policy.

Attached are summaries of the Portfolio Structure, Investment Details, Securities Activity by Brokers, and other information to provide a better understanding of the investment activity that has occurred through June 30, 2021.

Pursuant to Government Code § 53646(b)(3), I certify that because of the liquidity of the pool and the county's issuance of Teeter Notes and TRAns, the county has the ability to meet the pool's expenditure requirements for the next six months.

Respectfully submitted,

DocuSigned by:
A handwritten signature in cursive script, appearing to read "Edith Driscoll", is written over a horizontal line.
2340485E98BCA7
EDITH DRISCOLL
Auditor-Controller-Treasurer-Tax Collector

SUMMARY REPORTS

1. County of Santa Cruz Portfolio Summary including:
 - a) Issuer
 - b) Type of Asset
 - c) Cost at Purchase
 - d) Current Book Value
 - e) Yield
 - f) Par Value
 - g) Market Value
 - h) Percent of Portfolio
 - i) Percent Allowed
 - j) Purchase Date
 - k) Maturity Date
 - l) Credit Rating
 - m) Source of Valuation
2. Portfolio Size and Composition Report
 - a) Portfolio Balance Trend
 - b) Portfolio Composition by Type
3. Portfolio Yield
 - a) Net Yield History / Comparison to LAIF
 - b) Net Yield Trend / Comparison to LAIF
4. County of Santa Cruz Investment Pool Maturity Distribution
5. County of Santa Cruz Investment Pool Credit Quality Distribution
6. County of Santa Cruz Investment Pool Source of Funds

**Santa Cruz County Treasurer's Portfolio
As of June 30, 2021**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
<u>U.S. Treasuries</u>										
US Treasury	19,968,655.58	19,998,794.44	0.16%	20,000,000.00	19,999,600.00	2.06%	100%	07/16/20	07/15/21	AA+ / Aaa
US Treasury	20,159,375.00	20,016,544.12	0.12%	20,000,000.00	20,018,000.00	2.06%	100%	10/15/20	07/31/21	AA+ / Aaa
US Treasury	9,986,350.00	9,998,425.00	0.14%	10,000,000.00	9,999,300.00	1.03%	100%	08/13/20	08/12/21	AA+ / Aaa
US Treasury	20,189,843.75	20,033,087.05	0.13%	20,000,000.00	20,035,800.00	2.07%	100%	09/15/20	08/31/21	AA+ / Aaa
US Treasury	19,972,700.00	19,994,750.00	0.14%	20,000,000.00	19,998,200.00	2.06%	100%	09/10/20	09/09/21	AA+ / Aaa
US Treasury	20,474,218.75	20,109,214.02	0.12%	20,000,000.00	20,111,200.00	2.07%	100%	10/20/20	09/15/21	AA+ / Aaa
US Treasury	20,389,062.50	20,099,172.79	0.13%	20,000,000.00	20,103,000.00	2.07%	100%	10/08/20	09/30/21	AA+ / Aaa
US Treasury	20,548,437.50	20,159,709.82	0.12%	20,000,000.00	20,163,400.00	2.08%	100%	10/16/20	10/15/21	AA+ / Aaa
US Treasury	17,341,328.13	17,174,746.94	0.12%	17,000,000.00	17,180,030.00	1.77%	100%	12/09/20	01/31/22	AA+ / Aaa
US Treasury	19,986,855.60	19,989,383.37	0.07%	20,000,000.00	19,991,200.00	2.06%	100%	04/22/21	04/21/22	AA+ / Aaa
US Treasury	9,993,933.33	9,994,166.66	0.06%	10,000,000.00	9,992,700.00	1.03%	100%	06/17/21	06/16/22	AA+ / Aaa
US Treasury	20,346,093.75	20,505,680.22	0.09%	20,000,000.00	20,501,897.24	2.11%	100%	06/30/21	07/15/22	AA+ / Aaa
US Treasury	16,991,367.19	16,996,346.60	0.15%	17,000,000.00	16,987,214.31	1.75%	100%	04/07/21	01/31/23	AA+ / Aaa
US Treasury	17,966,953.13	17,975,620.73	0.21%	18,000,000.00	17,958,371.77	1.85%	100%	04/14/21	07/15/23	AA+ / Aaa
US Treasury	11,979,843.75	11,983,681.01	0.20%	12,000,000.00	11,964,494.59	1.24%	100%	03/25/21	08/15/23	AA+ / Aaa
US Treasury	14,990,039.06	14,991,584.36	0.15%	15,000,000.00	14,944,950.00	1.55%	100%	02/03/21	09/15/23	AA+ / Aaa
US Treasury	21,890,859.38	21,906,291.64	0.30%	22,000,000.00	21,872,977.35	2.26%	100%	04/05/21	01/15/24	AA+ / Aaa
US Treasury	18,110,976.56	18,022,073.48	0.25%	17,000,000.00	17,972,075.03	1.86%	100%	03/03/21	01/31/24	AA+ / Aaa
US Treasury	19,946,093.75	19,952,840.69	0.22%	20,000,000.00	19,871,338.12	2.06%	100%	02/17/21	02/15/24	AA+ / Aaa
US Treasury	14,967,773.44	14,969,523.57	0.32%	15,000,000.00	14,918,459.51	1.54%	100%	05/20/21	05/15/24	AA+ / Aaa
Total US Treasuries	356,200,760.13	364,871,628.51	0.16%	353,000,000.00	364,584,207.92	36.59%	100%			
<u>U.S. Government Agencies</u>										
Federal Home Loan Bank	14,993,850.00	14,999,877.70	0.17%	15,000,000.00	15,000,000.00	1.55%	25%	07/16/20	07/08/21	AA+ / Aaa
Federal National Mortg Association	15,252,150.00	15,046,911.63	0.20%	15,000,000.00	15,052,650.00	1.55%	25%	05/01/20	10/07/21	AA+ / Aaa
Federal Farm Credit Bank	12,987,455.00	12,998,443.49	3.08%	13,000,000.00	13,143,850.00	1.34%	25%	11/15/18	11/15/21	AA+ / Aaa
Federal Home Loan Bank	13,483,769.00	13,174,017.63	0.32%	13,000,000.00	13,196,820.00	1.36%	25%	04/06/20	03/11/22	AA+ / Aaa
Federal Farm Credit Bank	17,000,000.00	17,000,000.00	1.63%	17,000,000.00	17,293,420.00	1.75%	25%	12/06/19	08/22/22	AA+ / Aaa
Federal Farm Credit Bank	13,533,000.00	13,292,608.12	0.63%	13,000,000.00	13,388,440.00	1.37%	25%	04/09/20	12/29/22	AA+ / Aaa
Federal Home Loan Bank	15,296,100.00	15,163,634.21	1.46%	15,000,000.00	15,472,650.00	1.56%	25%	02/18/20	03/10/23	AA+ / Aaa
Federal Farm Credit Bank	9,974,200.00	9,985,222.76	0.68%	10,000,000.00	10,100,500.00	1.03%	25%	03/23/20	03/15/23	AA+ / Aaa
Federal Home Loan Mortg Corp	19,928,600.00	19,945,204.65	0.25%	20,000,000.00	19,945,204.65	2.06%	25%	11/21/20	10/16/23	AA+ / Aaa
Federal Home Loan Mortg Corp	18,000,000.00	18,000,000.00	0.32%	18,000,000.00	17,991,720.00	1.86%	25%	11/02/20	11/02/23	AA+ / Aaa
Federal Home Loan Mortg Corp	9,995,500.00	9,996,482.42	0.27%	10,000,000.00	9,990,600.00	1.03%	25%	11/05/20	11/06/23	AA+ / Aaa
Federal Farm Credit Bank	18,013,680.00	18,013,390.71	0.20%	18,000,000.00	17,932,850.00	1.86%	25%	02/03/21	01/19/24	AA+ / Aaa
Federal Farm Credit Bank	20,040,600.00	20,038,721.57	0.32%	20,000,000.00	19,851,700.00	2.07%	25%	01/27/21	01/15/25	AA+ / Aaa
Federal Home Loan Mortg Corp	14,952,000.00	14,957,302.16	0.44%	15,000,000.00	14,765,250.00	1.54%	25%	12/22/20	09/23/25	AA+ / Aaa
Total Government Agencies	213,450,904.00	212,671,815.05	0.69%	212,000,000.00	213,125,454.65	21.92%	100%			
<u>Supranationals</u>										
Int Bank of Reconstruction & Dev	20,326,800.00	20,012,547.29	1.70%	20,000,000.00	20,031,000.00	2.06%	30%	12/20/19	07/23/21	AAA / Aaa / AAA
Inter-American Development Bank	10,497,500.00	10,348,562.89	0.24%	10,000,000.00	10,349,300.00	1.07%	30%	11/03/20	01/18/23	AAA / Aaa / AAA
International Finance Corporation	16,155,000.00	15,764,893.90	0.41%	15,000,000.00	15,797,850.00	1.63%	30%	06/09/20	07/31/23	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,979,300.00	17,983,320.17	0.29%	18,000,000.00	17,943,120.00	1.85%	30%	12/03/20	11/24/23	AAA / Aaa / AAA
Inter-American Development Bank	15,073,100.00	14,993,383.52	0.37%	14,000,000.00	14,960,680.00	1.55%	30%	03/15/21	02/21/24	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,915,400.00	17,922,057.87	0.60%	18,000,000.00	17,778,420.00	1.85%	30%	02/18/21	10/28/25	AAA / Aaa / AAA
Total Supranational	97,947,100.00	97,024,765.64	0.66%	95,000,000.00	96,860,370.00	10.08%	30%			
<u>Medium Term Notes</u>										
Microsoft Corporation	9,719,000.00	9,988,624.73	2.70%	10,000,000.00	10,002,400.00	1.03%	10%	01/24/19	08/08/21	AAA / Aaa / AAA
Johnson & Johnson Corp	14,822,550.00	14,960,889.89	2.66%	15,000,000.00	15,183,000.00	1.54%	10%	02/15/19	03/03/22	AAA / Aaa / AAA
Toyota Motor Credit Corp.	10,090,292.60	10,100,876.74	0.15%	10,000,000.00	10,096,661.11	1.04%	10%	06/30/21	05/26/22	A+ / A1 / A+
Apple Inc.	15,167,250.00	15,073,889.55	2.53%	15,000,000.00	15,578,100.00	1.55%	10%	06/03/19	02/23/23	AA+ / Aa1
Total Medium Term Notes	49,799,092.60	50,124,280.91	2.16%	50,000,000.00	50,860,161.11	5.17%	30%			

**Santa Cruz County Treasurer's Portfolio
As of June 30, 2021**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
Negotiable CDs										
Union Bank	20,000,000.00	20,000,000.00	0.20%	20,000,000.00	20,002,400.00	2.06%	10%	09/03/20	07/28/21	A1 / P1 / F1
Royal Bank of Canada NY	25,000,000.00	25,000,000.00	0.13%	25,000,000.00	25,002,000.00	2.58%	10%	02/18/21	08/18/21	A1+ / P1 / F1+
Rabobank NY	25,000,000.00	25,000,000.00	0.16%	25,000,000.00	25,004,000.00	2.58%	10%	02/02/21	10/20/21	A1 / P1 / F1+
Swedbank NY	25,000,000.00	25,000,000.00	0.13%	25,000,000.00	25,000,500.00	2.58%	10%	05/12/21	11/10/21	A1 / P1 / F1+
Total Negotiable CDs	95,000,000.00	95,000,000.00	0.16%	95,000,000.00	95,008,900.00	8.79%	30%			
Municipal Bonds										
State of California GO Bond	12,000,000.00	12,000,000.00	2.35%	12,000,000.00	12,196,320.00	1.24%	10%	04/04/19	04/01/22	AA- / Aa3 / AA-
University of California	3,077,430.00	3,041,092.77	1.76%	3,000,000.00	3,115,530.00	0.31%	10%	11/05/19	05/15/23	AA / Aa2 / AA
California Health Fac Fin Authority	6,500,000.00	6,500,000.00	0.55%	6,500,000.00	6,518,005.00	0.67%	10%	11/04/20	06/01/23	AA- / Aa3 / AA-
Cabrillo Community College	3,035,000.00	3,035,000.00	1.96%	3,035,000.00	3,118,948.10	0.31%	10%	10/08/19	08/01/23	AA / Aa2
State of California GO Bond	9,364,970.00	9,385,826.26	0.92%	8,600,000.00	9,362,196.50	0.97%	10%	04/01/21	07/01/25	AA- / Aa3 / AA-
Total Municipal Bonds	33,977,400.00	33,961,919.03	1.52%	33,135,000.00	34,310,999.60	3.50%	10%			
Checking										
US Bank Checking	18,653,733.22	18,653,733.22	1.00%	18,653,733.22	18,653,733.22	1.92%	10%	NA	NA	NR
Total Checking	18,653,733.22	18,653,733.22	1.00%	18,653,733.22	18,653,733.22	1.92%	10%			
Money Market Funds (3)										
US Bank MMF	100,004.29	100,004.29	0.01%	100,004.29	100,004.29	0.01%	10%	NA	NA	NR
CAMP	20,000,000.00	20,000,000.00	0.05%	20,000,000.00	20,000,000.00	2.06%	10%	NA	NA	AAA
Total Money Market Funds	20,100,004.29	20,100,004.29	0.05%	20,100,004.29	20,100,004.29	2.07%				
Miscellaneous Investments										
LAIF	75,060,886.67	75,060,886.67	0.33%	75,060,886.67	75,060,886.67	7.74%	10%	NA	NA	NR
Teeter Loan	12,500,000.00	12,500,000.00	0.25%	12,500,000.00	12,500,000.00	1.29%	10%	NA	NA	NR
Total Misc. Investments	87,560,886.67	87,560,886.67	0.32%	87,560,886.67	87,560,886.67	9.03%				
GRAND TOTAL	972,689,880.91	969,909,041.32	0.51%	964,449,624.18	971,064,717.46	100%				

(1) Market Value pricing obtained from Union Bank safekeeper (custodial bank).

(2) Split ratings reflect ratings from S&P and Moodys.

(3) Money Market Mutual Fund balances do not include current month interest.

County of Santa Cruz Investment Pool

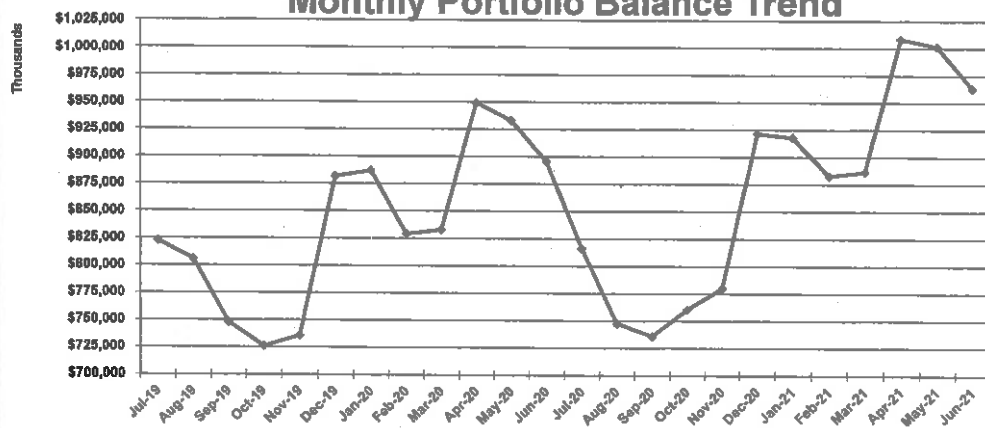
Portfolio Size and Composition

As of June 30, 2021

Monthly Balance History

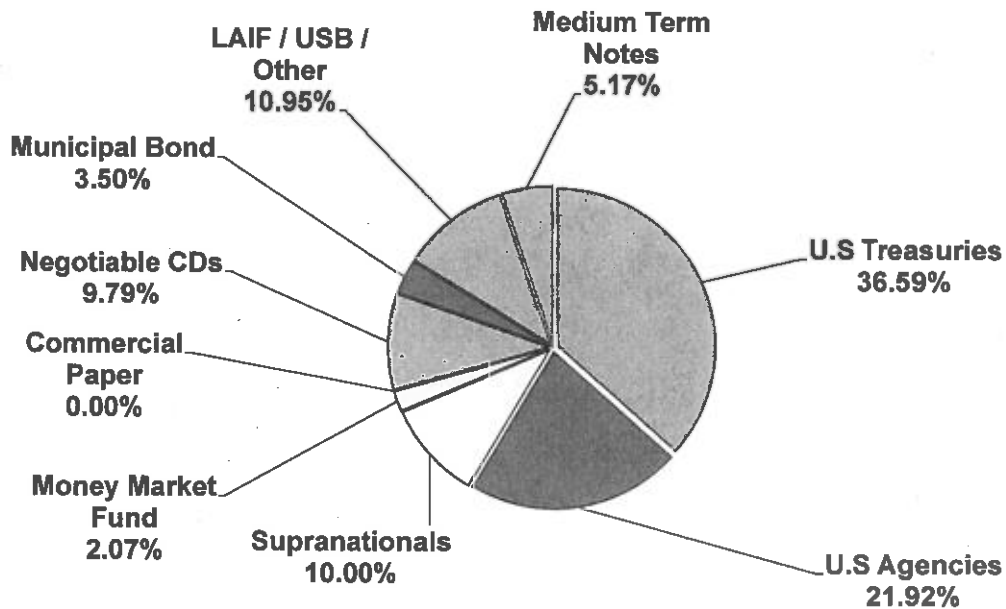
Jul-19	\$	822,660,258.86
Aug-19	\$	805,975,948.20
Sep-19	\$	747,883,834.57
Oct-19	\$	726,077,495.00
Nov-19	\$	735,497,663.00
Dec-19	\$	881,710,603.00
Jan-20	\$	887,366,690.68
Feb-20	\$	829,101,176.44
Mar-20	\$	832,806,566.48
Apr-20	\$	949,324,384.12
May-20	\$	932,918,634.16
Jun-20	\$	895,368,299.92
Jul-20	\$	816,189,662.11
Aug-20	\$	747,823,518.14
Sep-20	\$	735,882,286.83
Oct-20	\$	760,550,931.47
Nov-20	\$	780,111,096.06
Dec-20	\$	921,483,474.41
Jan-21	\$	918,075,163.02
Feb-21	\$	882,789,435.64
Mar-21	\$	886,492,040.89
Apr-21	\$	1,008,384,330.76
May-21	\$	1,001,792,524.46
Jun-21	\$	963,241,655.25

Monthly Portfolio Balance Trend



	<u>6/30/2021</u>	<u>3/31/2021</u>	<u>6/30/2020</u>	<u>6/30/2019</u>
U.S. Treasuries	36.59%	26.24%	21.51%	31.36%
U.S. Agencies	21.92%	29.58%	30.49%	20.38%
Supranationals	10.00%	10.29%	9.47%	5.79%
Money Market Fund	2.07%	2.55%	4.72%	6.30%
Commercial Paper	0.00%	0.00%	0.00%	0.00%
Negotiable CD	9.79%	15.33%	9.86%	10.84%
Municipal Bonds	3.50%	2.60%	3.32%	0.00%
LAIF / USB / Other	10.95%	9.18%	13.31%	13.42%
Medium Term Note	5.17%	4.23%	7.33%	11.91%
	100%	100%	100%	100%

Portfolio Composition

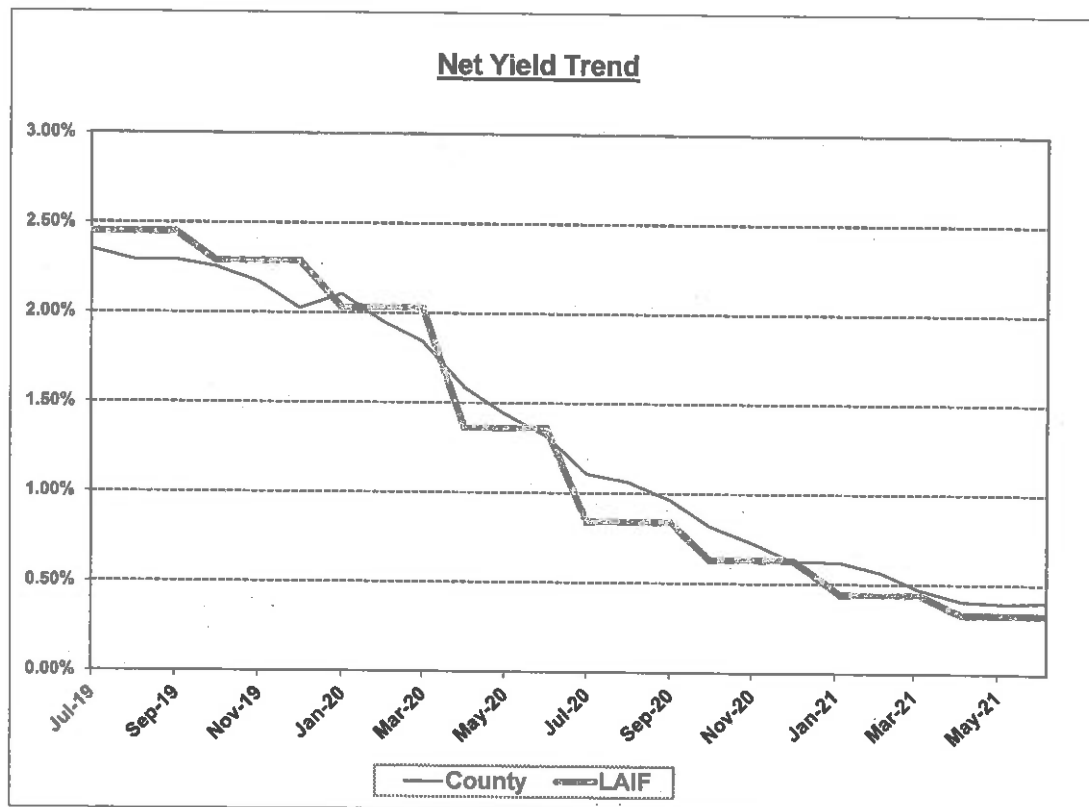


County of Santa Cruz Investment Pool

Portfolio Net Yield

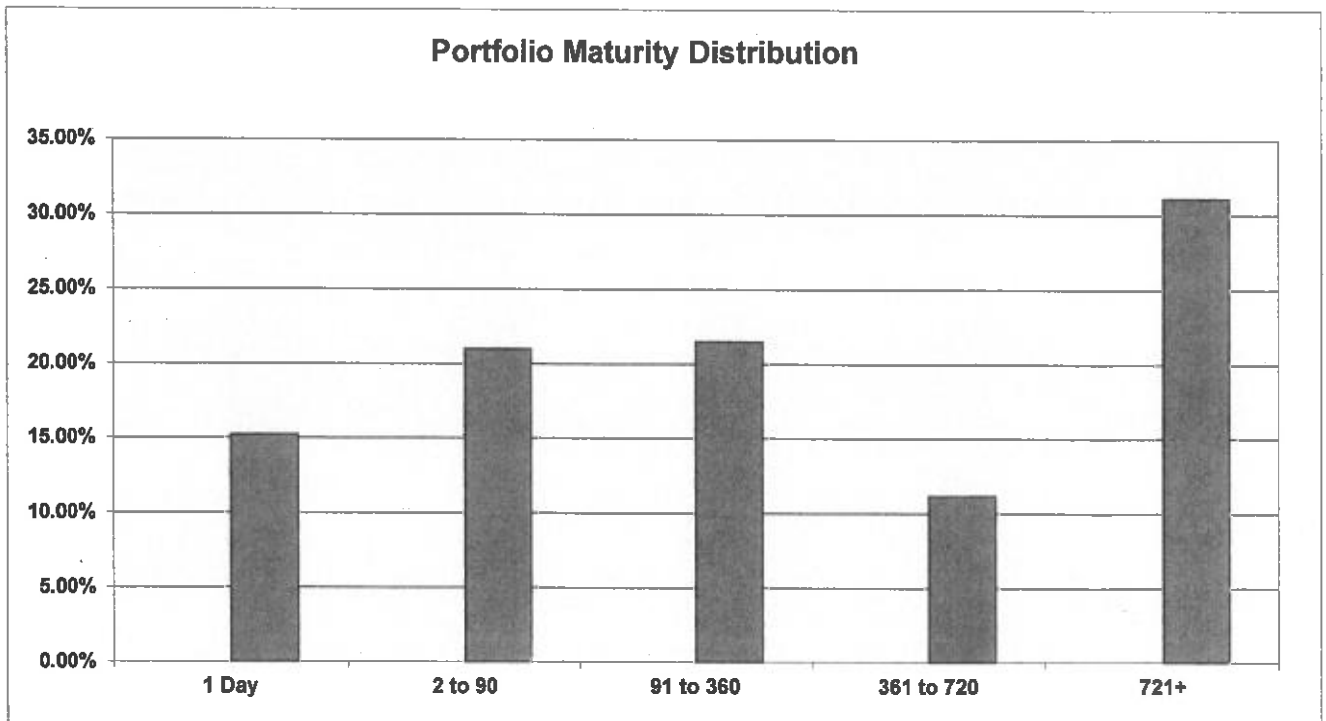
As of June 30, 2021

Apportionment Rate			
Month	County	LAIF	Difference
Jul-19	2.350%	2.450%	-0.10%
Aug-19	2.294%	2.450%	-0.16%
Sep-19	2.293%	2.450%	-0.16%
Oct-19	2.253%	2.290%	-0.04%
Nov-19	2.172%	2.290%	-0.12%
Dec-19	2.024%	2.290%	-0.27%
Jan-20	2.104%	2.030%	0.07%
Feb-20	1.950%	2.030%	-0.08%
Mar-20	1.842%	2.030%	-0.19%
Apr-20	1.587%	1.360%	0.23%
May-20	1.441%	1.360%	0.08%
Jun-20	1.318%	1.360%	-0.04%
Jul-20	1.106%	0.840%	0.27%
Aug-20	1.064%	0.840%	0.22%
Sep-20	0.964%	0.840%	0.12%
Oct-20	0.816%	0.630%	0.19%
Nov-20	0.727%	0.630%	0.10%
Dec-20	0.625%	0.630%	0.00%
Jan-21	0.620%	0.440%	0.18%
Feb-21	0.562%	0.440%	0.12%
Mar-21	0.468%	0.440%	0.03%
Apr-21	0.406%	0.330%	0.08%
May-21	0.393%	0.330%	0.06%
Jun-21	0.402%	0.330%	0.07%

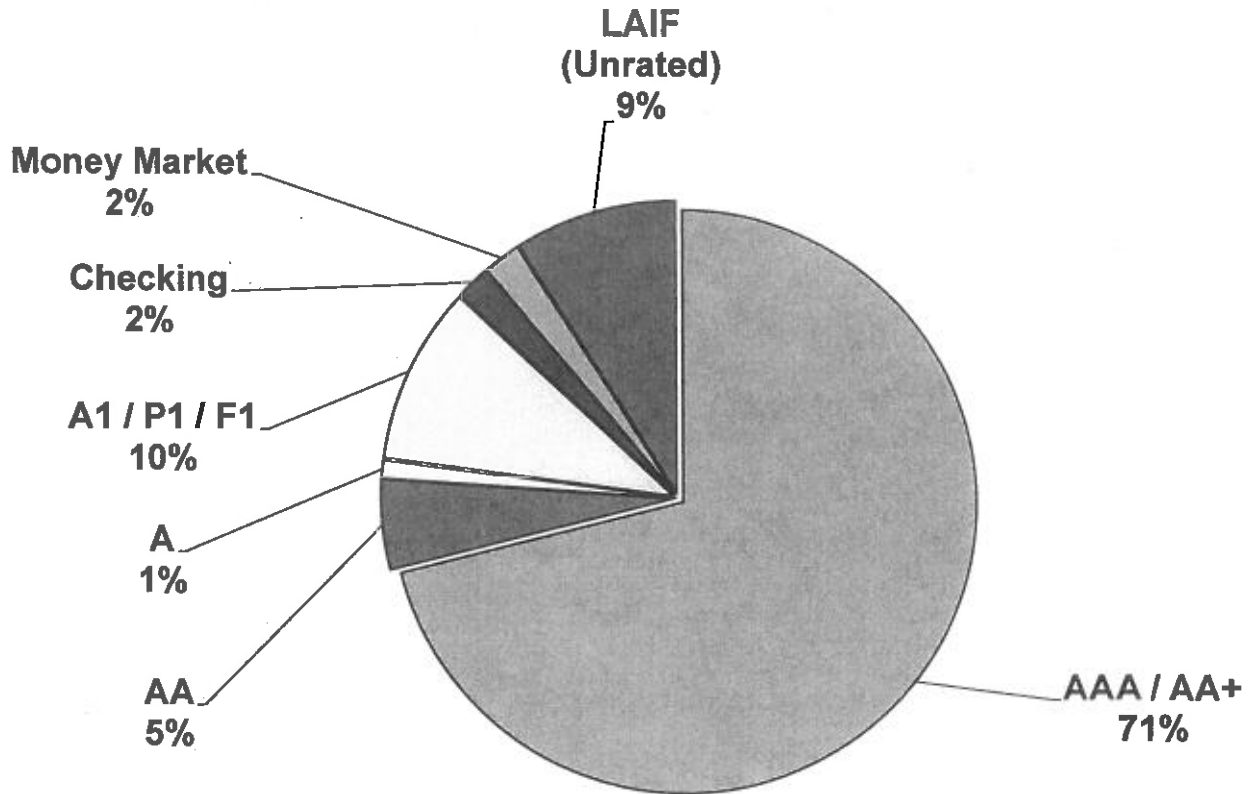


County of Santa Cruz Investment Pool
Maturity Distribution
 June 30, 2021

Maturing In:	6/30/2021	3/31/2021	6/30/2020	6/30/2019
1 Day	15.22%	10.67%	15.35%	13.95%
2 to 90	20.98%	9.15%	24.85%	28.31%
91 to 360	21.51%	40.70%	21.61%	37.88%
361 to 720	11.17%	11.20%	14.20%	9.19%
721+	31.12%	28.27%	24.20%	10.67%
Total	100%	100%	100%	100%
WAM (days)	431	433	332	234
Duration	1.19	1.19	0.90	0.83



County of Santa Cruz Investment Pool
Credit Quality Distribution
June 30, 2021

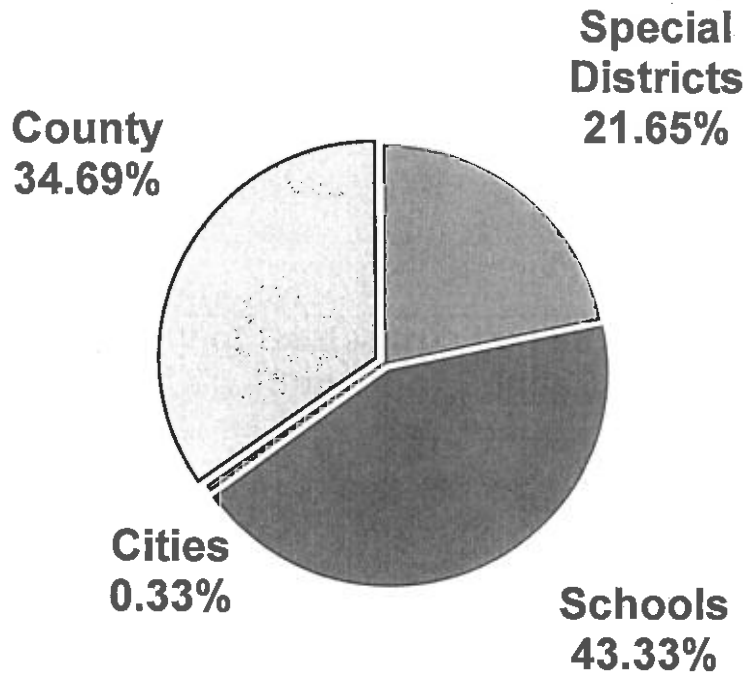


Market Value					
Rating	(\$ ml)	6/30/2021	3/31/2021	6/30/2020	6/30/2019
AAA / AA+ *	\$ 685	71%	69%	64%	62%
AA	\$ 48	5%	4%	8%	11%
A	\$ 10	1%	0%	0%	0%
A1 / P1 / F1	\$ 95	10%	15%	10%	11%
Checking	\$ 19	2%	1%	3%	2%
Money Market	\$ 20	2%	3%	5%	6%
LAIF (unrated)	\$ 87	9%	8%	10%	9%
Total Portfolio Value	\$ 964	100%	100%	100%	100%

* The AAA / AA+ category includes securities rated Aaa / AAA and Aaa / AA+

** May not add to 100% due to rounding

County of Santa Cruz Investment Pool
Source of Funds
 As of June 30, 2021



	6/30/2021	6/30/2020	6/30/2019
County	34.69%	33.38%	37.03%
Special Districts	21.65%	18.53%	15.45%
Schools	43.33%	47.53%	47.11%
Cities	0.33%	0.56%	0.40%
Total	100%	100%	100%

DETAILED LIST OF INVESTMENTS OUTSTANDING

As of June 30, 2021

REPORT DESCRIPTION

The **Detailed List of Investments Outstanding** lists active investments in the portfolio on a specific date providing information on the market values, book values, interest rates and yields. It is arranged so that the securities of the same type are grouped together. What follows is a description of the abbreviations used in the report.

CUSIP – The CUSIP number is a 9-character alphanumeric code which identifies a North American financial security for the purposes of facilitating clearing and settlement of trades.

INVESTMENT NUMBER – This is a unique system-generated number assigned to the security. Assigned by the County for internal identification purposes.

ISSUER – The issuer named is the name of the institution which issued the bond.

PURCHASE DATE – This is the date on which the security was purchased.

PAR VALUE – The nominal or face value of a bond. This is the amount that will be received at maturity with accrued interest. It is also the amount that is used in calculating the interest received on the bond.

MARKET VALUE – Market value is the dollar amount the security could have been sold for on the report date. By comparing this number to the book value one is able to determine what, if any, loss or gain we would realize if we were to sell the bond in the open market.

BOOK VALUE – The original cost for each investment adjusted for amortization of premiums or accretions of discounts to the date of the report. Amortizations and accretions are calculated on a straight line basis.

STATED RATE – In most cases this is the coupon rate (rate of interest) set on a bond at the issue date by the issuer. If the security has no coupon (discount note, UST Bill or CP) then the stated rate is the yield to maturity on the date that the bond is purchased. The stated rate is not intended for comparing yields between different investments because the item may have been purchased at a discount or premium to par.

YTM – This is the Yield to Maturity. This is what the yield will be on the bond if it is held to maturity.

DAYS TO MATURITY – This is the number of days remaining between the report date and the maturity date.

MATURITY DATE – The maturity date is the date when a bond matures. On the maturity date an issuer of a security will pay the holder of the security the par value plus any accrued interest earned on the security from the date of last distribution.



**Quarterly Reports
Portfolio Management
Portfolio Summary
June 30, 2021**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Notes/ Bonds	273,000,000.00	274,603,207.92	274,896,117.04	28.90	652	493	0.171	0.174
Federal Agency Issues - Coupon	212,000,000.00	213,125,454.65	212,611,815.05	22.35	1,042	673	0.681	0.690
Medium Term Notes	50,000,000.00	50,860,161.11	50,124,280.91	5.27	992	328	2.095	2.124
Negotiable CDs	95,000,000.00	95,008,900.00	95,000,000.00	9.99	233	82	0.153	0.155
Municipal Bonds	33,135,000.00	34,310,999.60	33,961,919.03	3.57	1,235	764	1.504	1.525
Santa Cruz County Auditor Loan	12,500,000.00	12,500,000.00	12,500,000.00	1.31	31	30	0.250	0.253
Local Agency Investment Fund (LAIF)	75,060,886.67	75,060,886.67	75,060,886.67	7.89	1	1	0.325	0.330
Treasury Discounts -Amortizing	80,000,000.00	79,981,000.00	79,975,519.47	8.41	364	143	0.115	0.116
Supranationals	95,000,000.00	96,880,370.00	97,024,765.64	10.20	1,076	792	0.656	0.665
Money Market Mutual Funds 02	20,100,004.29	20,100,004.29	20,100,004.29	2.11	1	1	0.049	0.050
Investments	945,795,890.96	952,410,984.24	951,255,308.10	100.00%	682	439	0.488	0.494

Total Earnings	June 30	Period	Fiscal Year Ending
Current Year	1,202,531.64		6,577,304.84
Average Daily Balance	991,256,569.65		
Effective Rate of Return	0.49%		

Santa Cruz County Treasurer,

Quarterly Reports
Portfolio Management
Portfolio Details - Investments
June 30, 2021

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Notes/ Bonds												
912828S76	22384	US Treasury N/B		10/15/2020	20,000,000.00	20,018,000.00	20,016,544.12	1.125	0.118	0.120	30	07/31/2021
9128282F8	22382	US Treasury N/B		09/15/2020	20,000,000.00	20,035,800.00	20,033,087.05	1.125	0.132	0.134	61	08/31/2021
9128285A4	22386	US Treasury N/B		10/20/2020	20,000,000.00	20,111,200.00	20,109,214.02	2.750	0.121	0.123	76	09/15/2021
912828F21	22383	US Treasury N/B		10/08/2020	20,000,000.00	20,103,000.00	20,099,172.79	2.125	0.132	0.134	91	09/30/2021
9128285F3	22385	US Treasury N/B		10/16/2020	20,000,000.00	20,163,400.00	20,159,709.82	2.875	0.121	0.123	106	10/15/2021
912828V72	22395	US Treasury N/B		12/09/2020	17,000,000.00	17,180,030.00	17,174,746.94	1.875	0.117	0.118	214	01/31/2022
9128287C8	22418	US Treasury N/B		06/30/2021	20,000,000.00	20,501,897.24	20,505,680.22	1.750	0.086	0.087	379	07/15/2022
91282CBG5	22412	U.S.Trust		04/07/2021	17,000,000.00	16,987,214.31	16,996,346.60	0.125	0.151	0.153	579	01/31/2023
912828ZY9	22413	US Treasury N/B		04/14/2021	18,000,000.00	17,958,371.77	17,975,620.73	0.125	0.204	0.207	744	07/15/2023
91282CAF8	22408	U.S.Trust		03/25/2021	12,000,000.00	11,964,494.59	11,983,681.01	0.125	0.193	0.195	775	08/15/2023
91282CAK7	22402	U.S.Trust		02/03/2021	15,000,000.00	14,944,950.00	14,991,584.36	0.125	0.148	0.150	806	09/15/2023
91282CBE0	22411	U.S.Trust		04/05/2021	22,000,000.00	21,872,977.35	21,906,291.64	0.125	0.300	0.304	928	01/15/2024
9128285Z9	22406	US Treasury N/B		03/03/2021	17,000,000.00	17,972,075.03	18,022,073.48	2.500	0.245	0.248	944	01/31/2024
91282CBM2	22403	U.S.Trust		02/17/2021	20,000,000.00	19,871,338.12	19,952,840.69	0.125	0.212	0.215	959	02/15/2024
91282CCC3	22416	U.S.Trust		05/20/2021	15,000,000.00	14,918,459.51	14,969,523.57	0.250	0.318	0.322	1,049	05/15/2024
Subtotal and Average			257,069,808.22		273,000,000.00	274,603,207.92	274,896,117.04		0.171	0.174	493	
Federal Agency Issues - Coupon												
3130AJTH2	22377	Federal Home Loan Bank		07/16/2020	15,000,000.00	15,000,000.00	14,999,877.70	0.125	0.165	0.167	7	07/08/2021
3135G0Q89	22370	Federal National Mort. Assoc.		05/01/2020	15,000,000.00	15,052,650.00	15,046,911.63	1.375	0.197	0.200	98	10/07/2021
3133EJ774	22290	Federal Farm Credit Bank		11/15/2018	13,000,000.00	13,143,650.00	12,998,443.49	3.050	3.042	3.084	137	11/15/2021
313378CR0	22363	Federal Home Loan Bank		04/06/2020	13,000,000.00	13,196,820.00	13,174,017.63	2.250	0.311	0.315	253	03/11/2022
3133ELAE4	22349	Federal Farm Credit Bank		12/06/2019	17,000,000.00	17,293,420.00	17,000,000.00	1.625	1.603	1.625	417	08/22/2022
3133EFUJ4	22365	Federal Farm Credit Bank		04/09/2020	13,000,000.00	13,368,440.00	13,292,606.12	2.150	0.620	0.628	546	12/29/2022
313382AX1	22359	Federal Home Loan Bank		02/18/2020	15,000,000.00	15,472,650.00	15,163,634.21	2.125	1.443	1.463	617	03/10/2023
3133ELUF9	22361	Federal Farm Credit Bank		03/23/2020	10,000,000.00	10,100,500.00	9,985,222.78	0.790	0.866	0.878	622	03/15/2023
3137EAEY1	22387	Fed.Home Loan Mtg.Corp		10/21/2020	20,000,000.00	19,945,204.65	19,945,204.65	0.125	0.242	0.245	837	10/16/2023
3134GW8E1	22389	Fed.Home Loan Mtg.Corp		11/02/2020	18,000,000.00	17,991,720.00	18,000,000.00	0.320	0.316	0.320	854	11/02/2023
3137EAEZ8	22392	Fed.Home Loan Mtg.Corp		11/05/2020	10,000,000.00	9,990,600.00	9,996,482.42	0.250	0.261	0.265	858	11/06/2023
3133EMNG3	22401	Federal Farm Credit Bank		02/03/2021	18,000,000.00	17,932,850.00	18,013,390.71	0.230	0.201	0.204	932	01/19/2024
3133EMNF5	22399	Federal Farm Credit Bank		01/27/2021	20,000,000.00	19,851,700.00	20,038,721.57	0.375	0.319	0.323	1,294	01/15/2025
3137EAEX3	22398	Fed.Home Loan Mtg.Corp		12/22/2020	15,000,000.00	14,765,250.00	14,957,302.16	0.375	0.437	0.443	1,545	09/23/2025
Subtotal and Average			235,992,234.15		212,000,000.00	213,125,454.65	212,611,815.05		0.681	0.690	673	

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Run Date: 07/15/2021 - 10:41

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**Quarterly Reports
Portfolio Management
Portfolio Details - Investments
June 30, 2021**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Medium Term Notes												
594918BP8	22304	Microsoft Corp		01/24/2019	10,000,000.00	10,002,400.00	9,988,624.73	1.550	2.665	2.702	38	08/08/2021
478160CD4	22309	Johnson & Johnson Corp		02/15/2019	15,000,000.00	15,183,000.00	14,960,889.89	2.250	2.620	2.656	245	03/03/2022
89236TGZ2	22419	Toyota Motor Credit Corp		06/30/2021	10,000,000.00	10,096,661.11	10,100,876.74	1.150	0.150	0.152	329	05/26/2022
037833BU3	22323	Apple Inc		06/03/2019	15,000,000.00	15,578,100.00	15,073,889.55	2.850	2.499	2.534	602	02/23/2023
Subtotal and Average			40,119,139.06		50,000,000.00	50,860,161.11	50,124,280.91		2.095	2.124	328	
Negotiable CDs												
62478U8B7	22380	MUFG Union Bank NA CD		09/03/2020	20,000,000.00	20,002,400.00	20,000,000.00	0.200	0.200	0.203	27	07/28/2021
78012UF83	22405	Royal Bank of Canada		02/18/2021	25,000,000.00	25,002,000.00	25,000,000.00	0.130	0.130	0.132	48	08/18/2021
21684XMM5	22400	Rabobank N.Y.		02/02/2021	25,000,000.00	25,004,000.00	25,000,000.00	0.160	0.160	0.162	111	10/20/2021
87019VW60	22415	Swedbank NY		05/12/2021	25,000,000.00	25,000,500.00	25,000,000.00	0.130	0.130	0.132	132	11/10/2021
Subtotal and Average			136,758,241.76		95,000,000.00	95,008,900.00	95,000,000.00		0.153	0.155	82	
Municipal Bonds												
13063DLY2	22316	State of California		04/04/2019	12,000,000.00	12,196,320.00	12,000,000.00	2.350	2.318	2.350	274	04/01/2022
91412G2U8	22339	University of Calif		11/05/2019	3,000,000.00	3,115,530.00	3,041,092.77	2.519	1.737	1.761	683	05/15/2023
13032UXK9	22391	Calif Health Fac Fin & Auth		11/04/2020	6,500,000.00	6,518,005.00	6,500,000.00	0.553	0.545	0.553	700	06/01/2023
127109PZ3	22336	Cabrillo Comm College GO		10/08/2019	3,035,000.00	3,118,948.10	3,035,000.00	1.984	1.937	1.964	761	08/01/2023
91412GU94	22410	University of Calif		04/01/2021	8,600,000.00	9,362,196.50	9,385,826.26	3.063	0.911	0.924	1,461	07/01/2025
Subtotal and Average			33,986,791.88		33,135,000.00	34,310,899.60	33,961,919.03		1.504	1.525	764	
Santa Cruz County Auditor Loan												
SYS7010	7010	Santa Cruz County Auditor		06/30/2021	12,500,000.00	12,500,000.00	12,500,000.00	0.250	0.250	0.253	30	07/31/2021
Subtotal and Average			137,362.64		12,500,000.00	12,500,000.00	12,500,000.00		0.250	0.253	30	
Local Agency Investment Fund (LAIF)												
SYS6501	6501	LAIF (General Fund)			75,060,886.67	75,060,886.67	75,060,886.67	0.330	0.325	0.330	1	
Subtotal and Average			74,573,600.56		75,060,886.67	75,060,886.67	75,060,886.67		0.325	0.330	1	
Union Bank Activity - Dividend												
SYS21111	21111	Union Bank		07/01/2020	0.00	0.00	0.00	0.010	0.010	0.010	1	
Subtotal and Average			0.10		0.00	0.00	0.00		0.000	0.000	0	

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**Quarterly Reports
Portfolio Management
Portfolio Details - Investments
June 30, 2021**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Federal Agency Disc. -Amortizing												
Subtotal and Average			12,262,517.05									
Treasury Discounts -Amortizing												
9127963S6	22376	US Treasury Bill		07/16/2020	20,000,000.00	19,999,600.00	19,998,794.44	0.155	0.157	0.160	14	07/15/2021
9127964B2	22379	US Treasury Bill		08/13/2020	10,000,000.00	9,999,300.00	9,998,425.00	0.135	0.137	0.139	42	08/12/2021
9127964L0	22381	US Treasury Bill		09/10/2020	20,000,000.00	19,998,200.00	19,994,750.00	0.135	0.137	0.139	70	09/09/2021
912796G45	22414	US Treasury Bill		04/22/2021	20,000,000.00	19,991,200.00	19,989,383.37	0.065	0.066	0.067	294	04/21/2022
912796J42	22417	US Treasury Bill		06/17/2021	10,000,000.00	9,992,700.00	9,994,166.66	0.060	0.061	0.062	350	06/16/2022
Subtotal and Average			66,896,069.80		80,000,000.00	79,981,000.00	79,975,519.47		0.115	0.116	143	
Supranationals												
459058GH0	22352	Int Bank of Recon & Developmen		12/20/2019	20,000,000.00	20,031,000.00	20,012,547.29	2.750	1.681	1.704	22	07/23/2021
4581X0DA3	22390	Inter-American Devel Bank		11/03/2020	10,000,000.00	10,349,300.00	10,348,562.89	2.500	0.236	0.240	566	01/18/2023
45950KCP3	22375	International Fin Corp		06/09/2020	15,000,000.00	15,797,850.00	15,764,893.90	2.875	0.400	0.405	760	07/31/2023
459058JM6	22394	Int Bank of Recon & Developmen		12/03/2020	18,000,000.00	17,943,120.00	17,983,320.17	0.250	0.285	0.289	876	11/24/2023
4581X0CF3	22407	Inter-American Devel Bank		03/15/2021	14,000,000.00	14,960,680.00	14,993,383.52	3.000	0.365	0.370	965	02/21/2024
459058JL8	22404	Int Bank of Recon & Developmen		02/18/2021	18,000,000.00	17,778,420.00	17,922,057.87	0.500	0.593	0.602	1,580	10/28/2025
Subtotal and Average			97,173,891.67		95,000,000.00	96,860,370.00	97,024,765.64		0.856	0.665	792	
Money Market Mutual Funds 02												
SYS011119	22302	CAMP		01/11/2019	20,000,000.00	20,000,000.00	20,000,000.00	0.050	0.049	0.050	1	
157 519 832 743	22283	US Bank MMMF		10/23/2018	100,004.29	100,004.29	100,004.29	0.010	0.010	0.010	1	
Subtotal and Average			36,286,912.77		20,100,004.29	20,100,004.29	20,100,004.29		0.049	0.050	1	
Total and Average			991,266,569.65		945,795,890.96	952,410,984.24	951,255,308.10		0.488	0.494	439	

SECURITIES ACTIVITY BY BROKER

A Report on the

Investment Transactions by Broker-Dealer
For the Period Indicated



**Quarterly Reports
Activity Report
Sorted By Issuer
April 1, 2021 - June 30, 2021**

CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value		Current Rate	Transaction Date	Purchases or Deposits	Par Value		Ending Balance
				Beginning Balance					Redemptions or Withdrawals		
Issuer: Apple Inc											
Medium Term Notes											

Quarterly Reports
Activity Report
April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Subtotal and Balance				24,000,000.00			259,002,890.24	263,002,890.24	20,000,000.00
Issuer Subtotal				24,000,000.00			259,002,890.24	263,002,890.24	20,000,000.00
Issuer: State of California									
Municipal Bonds									
Subtotal and Balance				12,000,000.00					12,000,000.00
Issuer Subtotal				12,000,000.00			0.00	0.00	12,000,000.00
Issuer: Calif Health Fac Fin & Auth									
Municipal Bonds									
Subtotal and Balance				6,500,000.00					6,500,000.00
Issuer Subtotal				6,500,000.00			0.00	0.00	6,500,000.00
Issuer: Federal Farm Credit Bank									
Federal Agency Disc. -Amortizing									
313313GS1	22378	Federal Farm Credit Bank			0.120	06/10/2021	0.00	10,000,000.00	
Subtotal and Balance				10,000,000.00			0.00	10,000,000.00	0.00
Issuer Subtotal				10,000,000.00			0.00	10,000,000.00	0.00
Issuer: Federal Farm Credit Bank									
Federal Agency Issues - Coupon									
3133EKFP6	22317	Federal Farm Credit Bank			2.230	04/05/2021	0.00	12,000,000.00	
Subtotal and Balance				103,000,000.00			0.00	12,000,000.00	91,000,000.00
Issuer Subtotal				103,000,000.00			0.00	12,000,000.00	91,000,000.00
Issuer: Federal Home Loan Bank									
Federal Agency Issues - Coupon									
Subtotal and Balance				43,000,000.00					43,000,000.00
Federal Agency Disc. -Amortizing									

Quarterly Reports
Activity Report
April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: Federal Home Loan Bank									
Federal Agency Disc. -Amortizing									
313385FC5	22371	Federal Home Loan Bank			0.170	05/03/2021	0.00	13,000,000.00	
		Subtotal and Balance		13,000,000.00			0.00	13,000,000.00	0.00
		Issuer Subtotal	4.546%	56,000,000.00			0.00	13,000,000.00	43,000,000.00
Issuer: Fed.Home Loan Mtg.Corp									
Federal Agency Issues - Coupon									
3134GVV7	22372	Fed.Home Loan Mtg.Corp			0.300	05/17/2021	0.00	12,000,000.00	
3134GVK80	22374	Fed.Home Loan Mtg.Corp			0.440	06/16/2021	0.00	20,000,000.00	
		Subtotal and Balance		95,000,000.00			0.00	32,000,000.00	63,000,000.00
		Issuer Subtotal	6.661%	95,000,000.00			0.00	32,000,000.00	63,000,000.00
Issuer: Federal National Mort. Assoc.									
Federal Agency Issues - Coupon									
		Subtotal and Balance		15,000,000.00					15,000,000.00
		Issuer Subtotal	1.586%	15,000,000.00			0.00	0.00	15,000,000.00
Issuer: Inter-American Devel Bank									
Supranationals									
		Subtotal and Balance		24,000,000.00					24,000,000.00
		Issuer Subtotal	2.538%	24,000,000.00			0.00	0.00	24,000,000.00
Issuer: Int Bank of Recon & Developmen									
Supranationals									
		Subtotal and Balance		56,000,000.00					56,000,000.00
		Issuer Subtotal	5.921%	56,000,000.00			0.00	0.00	56,000,000.00
Issuer: International Fin Corp									

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April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: International Fin Corp									
Supranationals									
				15,000,000.00					15,000,000.00
				Subtotal and Balance					
			1.586%	15,000,000.00			0.00	0.00	15,000,000.00
Issuer: Johnson & Johnson Corp									
Medium Term Notes									
				15,000,000.00					15,000,000.00
				Subtotal and Balance					
			1.586%	15,000,000.00			0.00	0.00	15,000,000.00
Issuer: LAIF (General Fund)									
Local Agency Investment Fund (LAIF)									
SYS8501	6501	LAIF (General Fund)			0.330		10,060,886.67	10,081,197.44	
				75,081,197.44			10,060,886.67	10,081,197.44	75,060,886.67
				Subtotal and Balance					
			7.936%	75,081,197.44			10,060,886.67	10,081,197.44	75,060,886.67
Issuer: Microsoft Corp									
Medium Term Notes									
				10,000,000.00					10,000,000.00
				Subtotal and Balance					
			1.057%	10,000,000.00			0.00	0.00	10,000,000.00
Issuer: MUFG Union Bank NA CD									
Negotiable CDs									
				20,000,000.00					20,000,000.00
				Subtotal and Balance					
			2.115%	20,000,000.00			0.00	0.00	20,000,000.00
Issuer: Nordea Bank NY									
Negotiable CDs									
65558TV69	22393	Nordea Bank NY			0.220	06/02/2021	0.00	25,000,000.00	

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Activity Report
April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Subtotal and Balance				25,000,000.00			0.00	25,000,000.00	0.00
Issuer Subtotal			0.000%	25,000,000.00			0.00	25,000,000.00	0.00
Issuer: Rabobank N.Y.									
Negotiable CDs									
Subtotal and Balance				25,000,000.00					25,000,000.00
Issuer Subtotal			2.643%	25,000,000.00			0.00	0.00	25,000,000.00
Issuer: Royal Bank of Canada									
Negotiable CDs									
Subtotal and Balance				25,000,000.00					25,000,000.00
Issuer Subtotal			2.643%	25,000,000.00			0.00	0.00	25,000,000.00
Issuer: Swedbank NY									
Negotiable CDs									
87019VP76	22397	Swedbank NY			0.190	05/12/2021	0.00	25,000,000.00	
87019VW80	22415	Swedbank NY			0.130	05/12/2021	25,000,000.00	0.00	
Subtotal and Balance				25,000,000.00			25,000,000.00	25,000,000.00	25,000,000.00
Issuer Subtotal			2.643%	25,000,000.00			25,000,000.00	25,000,000.00	25,000,000.00
Issuer: US Treasury N/B									
U.S. Treasury Notes/ Bonds									
9128287A2	22373	US Treasury N/B			1.825	06/30/2021	0.00	15,000,000.00	
912828ZY9	22413	US Treasury N/B			0.125	04/14/2021	18,000,000.00	0.00	
9128287C8	22418	US Treasury N/B			1.750	06/30/2021	20,000,000.00	0.00	
Subtotal and Balance				149,000,000.00			38,000,000.00	15,000,000.00	172,000,000.00
Issuer Subtotal			18.186%	149,000,000.00			38,000,000.00	15,000,000.00	172,000,000.00
Issuer: Toronto Dominion Bank									
Negotiable CDs									
89114W5M3	22409	Toronto Dominion Bank			0.110	06/30/2021	0.00	25,000,000.00	

Quarterly Reports
Activity Report
April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Subtotal and Balance				25,000,000.00			0.00	25,000,000.00	0.00
Issuer Subtotal				25,000,000.00			0.00	25,000,000.00	0.00
Issuer: Toyota Motor Credit Corp									
Medium Term Notes									
89236TGZ2	22419	Toyota Motor Credit Corp			1.150	06/30/2021	10,000,000.00	0.00	
Subtotal and Balance				0.00			10,000,000.00	0.00	10,000,000.00
Issuer Subtotal				0.00			10,000,000.00	0.00	10,000,000.00
Issuer: Union Bank									
Union Bank Activity - Dividend									
SYS21111	21111	Union Bank			0.010		1.69	1.69	
Subtotal and Balance				0.00			1.69	1.69	0.00
Issuer Subtotal				0.00			1.69	1.69	0.00
Issuer: University of Calif									
Municipal Bonds									
91412GU84	22410	University of Calif			3.063	04/01/2021	8,600,000.00	0.00	
Subtotal and Balance				3,000,000.00			8,600,000.00	0.00	11,600,000.00
Issuer Subtotal				3,000,000.00			8,600,000.00	0.00	11,600,000.00
Issuer: US Bank MMMF									
Money Market Mutual Funds 02									
157 519 832 743	22283	US Bank MMMF			0.010		1.86	0.00	
Subtotal and Balance				100,002.43			1.86	0.00	100,004.29
Issuer Subtotal				100,002.43			1.86	0.00	100,004.29
Issuer: U.S.Trust									
U.S. Treasury Notes/ Bonds									
91282CBE0	22411	U.S.Trust			0.125	04/05/2021	22,000,000.00	0.00	
91282CBG5	22412	U.S.Trust			0.125	04/07/2021	17,000,000.00	0.00	

Quarterly Reports
Activity Report
April 1, 2021 - June 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value		Current Rate	Transaction Date	Par Value		Ending Balance
				Beginning Balance				Purchases or Deposits	Redemptions or Withdrawals	
Issuer: U.S.Trust										
U.S. Treasury Notes/ Bonds										
91282CCC3	22416	U.S.Trust				0.250	05/20/2021	15,000,000.00	0.00	
		Subtotal and Balance		47,000,000.00				54,000,000.00	0.00	101,000,000.00
		Issuer Subtotal	10.679%	47,000,000.00				54,000,000.00	0.00	101,000,000.00
		Total	100.000%	928,716,199.87				447,163,780.46	430,084,089.37	945,795,890.96

ACCRUED INTEREST REPORT

As of June 30, 2021

REPORT DESCRIPTION

The **Accrued Interest Report** shows the amount of interest earned, but not yet received, for each active investment within the portfolio. Within the date range, the report displays the amount of interest accrued as of the report beginning date, the amount of interest earned during the reporting period, the amount of interest recorded as received, and the ending accrued interest. What follows is a description of the report's headings.

ISSUER – Issuer is the name of the institution which issued the investment.

INVESTMENT NUMBER – The investment number is a unique number that identifies the investment position.

SECURITY TYPE – This heading is a three-character code assigned by the program to identify each type of investment.

PAR VALUE- The nominal or face value of the security.

MATURITY DATE – The maturity date is the date on when an investment will mature.

CURRENT RATE – For coupon instruments, the current rate is the coupon or interest rate at the time of purchase. For discount instruments, the current rate is the yield to maturity.

BEGINNING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report beginning date.

INTEREST EARNED – This column shows the amount of interest earned during the selected reporting period.

INTEREST RECEIVED – This column includes the amount of interest posted as received during the selected reporting period.

ENDING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report ending date.



**Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date
April 1, 2021 - June 30, 2021**

CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
U.S. Treasury Notes/ Bonds										
9128287A2	22373	TRC	0.00	06/30/2021	1.625	61,274.17	0.00	60,600.83	121,875.00	0.00
912828S76	22384	TRC	20,000,000.00	07/31/2021	1.125	37,292.82	0.00	56,560.77	0.00	93,853.59
9128282F6	22382	TRC	20,000,000.00	08/31/2021	1.125	19,565.22	0.00	55,638.58	0.00	75,203.80
9128285A4	22386	TRC	20,000,000.00	09/15/2021	2.750	25,407.61	0.00	136,005.43	0.00	161,413.04
912828F21	22383	TRC	20,000,000.00	09/30/2021	2.125	213,661.20	0.00	105,669.40	212,500.00	106,830.60
9128285F3	22385	TRC	20,000,000.00	10/15/2021	2.875	265,384.62	0.00	143,085.33	287,500.00	120,969.95
912828V72	22395	TRC	17,000,000.00	01/31/2022	1.875	52,831.49	0.00	80,127.76	0.00	132,959.25
9128287C8	22418	TRC	20,000,000.00	07/15/2022	1.750	0.00	160,497.24	966.85	0.00	161,464.09
91282CBG5	22412	TRC	17,000,000.00	01/31/2023	0.125	0.00	3,874.31	4,989.64	0.00	8,863.95
912828ZY9	22413	TRC	18,000,000.00	07/15/2023	0.125	0.00	5,531.77	4,848.06	0.00	10,379.83
91282CAF8	22408	TRC	12,000,000.00	08/15/2023	0.125	1,884.64	0.00	3,770.72	0.00	5,635.36
91282CAK7	22402	TRC	15,000,000.00	09/15/2023	0.125	866.17	0.00	4,636.55	0.00	5,502.72
91282CBE0	22411	TRC	22,000,000.00	01/15/2024	0.125	0.00	6,077.35	6,609.11	0.00	12,686.46
9128285Z9	22406	TRC	17,000,000.00	01/31/2024	2.500	70,441.99	0.00	106,837.02	0.00	177,279.01
91282CBM2	22403	TRC	20,000,000.00	02/15/2024	0.125	3,107.73	0.00	6,284.54	0.00	9,392.27
91282CCC3	22416	TRC	15,000,000.00	05/15/2024	0.250	0.00	509.51	4,279.89	0.00	4,789.40
Subtotal			273,000,000.00			751,697.66	176,490.18	780,910.48	621,875.00	1,087,223.32
Federal Agency Issues - Coupon										
3133EKF6	22317	FAC	0.00	04/05/2021	2.230	130,826.67	0.00	2,973.33	133,800.00	0.00
3130AJTH2	22377	FAC	15,000,000.00	07/08/2021	0.125	4,322.92	0.00	4,687.50	0.00	9,010.42
3135G0Q89	22370	FAC	15,000,000.00	10/07/2021	1.375	99,687.50	0.00	51,562.50	103,125.00	48,125.00
3133EJT74	22290	FAC	13,000,000.00	11/15/2021	3.050	149,788.89	0.00	99,125.00	198,250.00	50,663.89
313378CR0	22363	FAC	13,000,000.00	03/11/2022	2.250	16,250.00	0.00	73,125.00	0.00	89,375.00
3134GVVV7	22372	FAC	0.00	05/17/2022	0.300	13,400.00	0.00	4,600.00	18,000.00	0.00
3133ELAE4	22349	FAC	17,000,000.00	08/22/2022	1.625	29,927.08	0.00	69,082.50	0.00	98,989.58
3133EFUJ4	22365	FAC	13,000,000.00	12/29/2022	2.150	71,427.78	0.00	69,875.00	139,750.00	1,552.78
313382AX1	22359	FAC	15,000,000.00	03/10/2023	2.125	18,593.75	0.00	79,687.50	0.00	98,281.25
3133ELUF9	22361	FAC	10,000,000.00	03/15/2023	0.790	3,511.11	0.00	19,750.00	0.00	23,261.11
3134GVK80	22374	FAC	0.00	06/16/2023	0.440	25,666.67	0.00	18,333.33	44,000.00	0.00
3137EAEY1	22387	FAC	20,000,000.00	10/16/2023	0.125	11,458.33	0.00	6,250.00	12,500.00	5,208.33
3134GW6E1	22389	FAC	18,000,000.00	11/02/2023	0.320	23,840.00	0.00	14,400.00	28,800.00	9,440.00
3137EAEZ8	22392	FAC	10,000,000.00	11/06/2023	0.250	10,138.89	0.00	6,249.99	12,569.44	3,819.44
3133EMNG3	22401	FAC	18,000,000.00	01/19/2024	0.230	8,280.00	0.00	10,350.00	0.00	18,630.00
3133EMNF5	22399	FAC	20,000,000.00	01/15/2025	0.375	15,833.33	0.00	18,750.00	0.00	34,583.33

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Federal Agency Issues - Coupon										
3137EAEX3	22398	FAC	15,000,000.00	09/23/2025	0.375	1,250.00	0.00	14,062.50	0.00	15,312.50
		Subtotal	212,000,000.00			634,202.92	0.00	562,844.15	690,794.44	506,252.63
Medium Term Notes										
594918BP8	22304	MTN	10,000,000.00	08/08/2021	1.550	22,819.44	0.00	38,750.00	0.00	61,569.44
478160CD4	22309	MTN	15,000,000.00	03/03/2022	2.250	26,250.00	0.00	84,375.00	0.00	110,625.00
89236TGZ2	22419	MTN	10,000,000.00	05/26/2022	1.150	0.00	10,861.11	319.45	0.00	11,180.56
037833BU3	22323	MTN	15,000,000.00	02/23/2023	2.850	45,125.00	0.00	106,875.00	0.00	152,000.00
		Subtotal	50,000,000.00			94,194.44	10,861.11	230,319.45	0.00	335,375.00
Negotiable CDs										
87019VP76	22397	NCB	0.00	05/12/2021	0.190	14,118.06	0.00	5,409.72	19,527.78	0.00
65558TV69	22393	NCB	0.00	06/02/2021	0.220	18,333.34	0.00	9,472.22	27,805.55	0.01
89114W5M3	22409	NCB	0.00	06/30/2021	0.110	152.78	0.00	6,875.00	7,027.78	0.00
62478U8B7	22380	NCB	20,000,000.00	07/28/2021	0.200	23,333.33	0.00	10,111.11	0.00	33,444.44
78012UF83	22405	NCB	25,000,000.00	08/18/2021	0.130	3,791.67	0.00	8,215.28	0.00	12,006.95
21684XMM5	22400	NCB	25,000,000.00	10/20/2021	0.160	6,444.44	0.00	10,111.12	0.00	16,555.56
87019VW60	22415	NCB	25,000,000.00	11/10/2021	0.130	0.00	0.00	4,513.89	0.00	4,513.89
		Subtotal	95,000,000.00			66,173.62	0.00	54,708.34	54,361.11	66,520.85
Municipal Bonds										
13063DLY2	22316	MUN	12,000,000.00	04/01/2022	2.350	141,000.00	0.00	70,500.00	141,000.00	70,500.00
91412G2U8	22339	MUN	3,000,000.00	05/15/2023	2.519	28,548.67	0.00	18,892.50	37,785.00	9,656.17
13032UXK9	22391	MUN	6,500,000.00	06/01/2023	0.553	11,981.67	0.00	8,986.25	17,972.50	2,995.42
127109PZ3	22336	MUN	3,035,000.00	08/01/2023	1.964	9,934.57	0.00	14,901.85	0.00	24,836.42
91412GU94	22410	MUN	8,600,000.00	07/01/2025	3.063	0.00	65,854.50	65,854.50	0.00	131,709.00
		Subtotal	33,135,000.00			191,464.91	65,854.50	179,135.10	196,757.50	239,697.01
Santa Cruz County Auditor Loan										
SYS7010	7010	MC9	12,500,000.00	07/31/2021	0.250	0.00	0.00	86.81	0.00	86.81
		Subtotal	12,500,000.00			0.00	0.00	86.81	0.00	86.81
Local Agency Investment Fund (LAIF)										
SYS6501	6501	LA1	75,060,886.67		0.330	81,197.44	0.00	60,886.67	81,197.44	60,886.67
		Subtotal	75,060,886.67			81,197.44	0.00	60,886.67	81,197.44	60,886.67
Union Bank Activity - Dividend										
SYS21111	21111	PA3	0.00		0.010	1.04	0.00	0.69	1.69	0.04

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Data Updated: SET_QE: 07/15/2021 10:41

Run Date: 07/15/2021 - 10:41

Portfolio SCRZ

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Report Ver. 7.3.11

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Subtotal			0.00			1.04	0.00	0.69	1.69	0.04
Supranationals										
459058GH0	22352	MC6	20,000,000.00	07/23/2021	2.750	103,888.89	0.00	137,500.00	0.00	241,388.89
4581X0DA3	22390	MC6	10,000,000.00	01/18/2023	2.500	50,694.44	0.00	62,500.00	0.00	113,194.44
45950KCP3	22375	MC6	15,000,000.00	07/31/2023	2.875	72,922.92	0.00	107,812.50	0.00	180,735.42
459058JM6	22394	MC6	18,000,000.00	11/24/2023	0.250	15,875.00	0.00	11,250.00	22,500.00	4,625.00
4581X0CF3	22407	MC6	14,000,000.00	02/21/2024	3.000	46,666.67	0.00	105,000.00	0.00	151,666.67
459058JL8	22404	MC6	18,000,000.00	10/28/2025	0.500	38,250.00	0.00	22,500.00	45,000.00	15,750.00
Subtotal			95,000,000.00			328,297.92	0.00	446,562.50	67,500.00	707,360.42
Money Market Mutual Funds 02										
SYS011119	22302	RRP	20,000,000.00		0.050	746.30	0.00	4,674.05	4,333.83	1,086.52
157 519 832 743	22283	RRP	100,004.29		0.010	0.84	0.00	1.43	1.86	0.41
Subtotal			20,100,004.29			747.14	0.00	4,675.48	4,335.69	1,086.93
Total			865,795,890.96			2,147,977.09	253,205.79	2,320,129.67	1,716,822.87	3,004,489.68

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Data Updated: SET_QE: 07/15/2021 10:41

Run Date: 07/15/2021 - 10:41

DESCRIPTION OF INVESTMENT INSTRUMENTS

The investment activities of County Treasurers are restricted by state law to a select group of government securities and prime money market instruments. To reduce the risk inherent in any one instrument, state law further limits the percentage of the county's portfolio that can be invested in any one type of security.

The types of securities available to the County Treasurer can be divided into three main categories: 1) U.S. Treasury bills, notes and bonds. They are guaranteed by the U.S. Government and are considered to have no credit risk. They also typically have the lowest yield of the securities available for investing. 2) Securities issued by U.S. Government Agencies and Instrumentalities. These securities consist mostly of notes and debentures of agencies and government sponsored corporations. They are not guaranteed by the U.S. government and therefore have some credit risk. Their yield is typically higher than U.S. Treasury securities. 3) Prime money market securities. These consist of securities such as bankers' acceptances, certificates of deposit, commercial paper and municipal bonds. The yield is typically higher than the other types of securities in which the county invests but the risk is also higher. Through diversification and purchasing only highly rated paper, the credit risk is kept to an acceptable minimum. Each of the securities in these three categories is subject to market risk if sold prior to maturity.

What follows is a brief description of the different securities used by the County Treasurer:

U.S. Treasury Notes and Bonds are long term obligations of the U.S. government, which bear coupons. Interest is payable every six months at a rate of one-half the annual coupon. Treasury bonds and notes trading is conducted by the same securities dealers who trade T bills. In the secondary market, prices are quoted in thirty-seconds of 1 percent. Except for their maturities, notes and bonds are identical regardless of their label. Notes are issued for original maturities of one to 10 years. Bonds are issued with original maturities of more than 10 years.

U.S. Treasury Bills are unusual instruments because they bear no specific interest rate. Rather, they are issued originally at a discount from its ultimate maturity (par) value. Because T Bills are issued and traded at a discount, investors receive their returns at maturity or on subsequent resale, which ordinarily will be at prices higher than the original discount.

Federal Farm Credit Bank (FFCB) Discount Notes. FFCB is an instrumentality of the U.S. Government. The notes are the consolidated obligations of the 37 Farm Credit Banks issued on a discount basis with maturities of one year or less. Although not as risk free as Treasury notes, most experts believe the U.S. government has a moral commitment to the farm credit system.

Federal Farm Credit Bank (FFCB) debentures are consolidated obligations of the 37 Farm Credit Banks issued with a fixed coupon rate with maturities ranging from 6 months to 20 years. A debenture is a bond secured only by the general credit of the issuer.

Federal Home Loan Bank (FHLB) Discount notes are consolidated obligations of 12 District banks issued with a fixed coupon rate with maturities ranging from one to ten years. Although the FHLB operates under federal charter with government supervision, the securities are not guaranteed by the U.S. government. However, the banks are required to maintain a considerable reserve pledged against the outstanding debt. They are therefore considered relatively risk free.

Federal National Mortgage Association (Fannie Mae) Discount notes are consolidations of government chartered private corporations issued on a discount basis with maturities under one year. They are guaranteed by the corporations, but not by the U.S. government. Many investors consider the securities a moral obligation of the U.S. government and believe Congress would intervene before allowing default.

Federal National Mortgage Association (Fannie Mae) debentures are obligations issued by the Association with a fixed coupon rate and various maturities. A debenture is a bond secured only by the general credit of the issuer.

Local Agency Investment Fund (LAIF) is the state sponsored investment fund. LAIF is an excellent cash management tool to help meet most of the unexpected cash demands. Currently the state limits the county's investment in this pool to \$65,000,000.

Federal Home Loan Mortgage Corporation (Freddie Mac) Participation Notes are issues of the Federal Home Loan Mortgage Corporation representing undivided interests in conventional mortgages underwritten and previously purchased by it. The corporation guarantees the timely payment of interest at the certificate rate and full return of principal. Participation Certificates have original final payment dates of 30 years.

Government National Mortgage Association (Ginnie Mae) Pass Through are issues of the wholly owned government corporation within the Department of Housing and Urban Development. Principal and interest payment collected on mortgages in specified pools are passed through to holders of GNMA Guaranteed certificates after deduction of servicing and guaranty fees. GNMA's have original stated maturities of 12 to 40 years. For Santa Cruz County, these are used only as collateral for overnight repurchase agreements.

Municipal Securities (Notes and Bonds) Debt securities issued by state and local governments and their agencies are referred to as municipal securities. Such securities can be divided into two broad categories: bonds issued to finance capital projects and short term notes sold in anticipation of the receipt of other funds, such as taxes or proceeds from a bond issue.

Banker's Acceptances. Briefly stated, the function of the bankers' acceptance is as follows: A borrower may, under certain circumstances, obtain short-term credit by arranging for his bank to accept a time draft upon it. The bank stamps its official accepted across the face of the draft and converts it into a bankers' acceptance. The instrument, now being a bank obligation, may be sold to an acceptance dealer who, in turn, may sell it to an investor. Most BAs arise out of transactions involving the trade of manufactured goods or commodities. Maturities range from one to 180 days.

Commercial Paper is a short-term promissory note issued by a company to finance current transactions. All commercial paper is negotiable, but most commercial paper sold to investors is held to maturity. Commercial paper is issued not only by industrial and manufacturing firms but also by finance companies. Notes are sold on a discount or interest-bearing basis with maturities not exceeding 270 days.

Medium Term Notes are obligations that have maturities of less than 5 years and are issued by corporations or depositories organized and operating in the U.S.

Negotiable Certificate of Deposit (NCD). It is a receipt for deposit of a stated sum in the bank on a given date, together with a promise to redeem this sum plus interest at the indicated rate on a designated date. The instrument is negotiable because it is payable either to bearer or to the order of the depositor.

Repurchase Agreements (RP or Repos). A holder of securities sells securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. Repurchase agreements are usually for short periods of time (one to five days), when large sums are received that will be needed in the next day or two. As a result, they are often called overnight repos. From the point of view of investors, overnight repos offer several attractive features. First, by rolling overnight repos, investors can keep surplus funds invested without losing liquidity or incurring a price risk. Second, because repo transactions are secured by top quality paper, investors expose themselves to little or no risk.

Guaranteed Investment Contract (GIC). This is a fixed income agreement offered by insurance companies. GICs offer to pay a specific interest rate over a period of time. Some GICs are eligible for early redemption, with or without penalty, which eliminates market risk if interest rates rise. In Santa Cruz County it is only used for the investment of secured indebtedness and only if the note documentation permits such an investment.

Money Market (Mutual) Fund. A money market mutual fund is a pooled fund that invests in a number of money market vehicles (CD's, CP, T-Bills, etc.). These funds are designed to pay the investor interest, as well as provide full liquidity. Maturities of the underlying investments are 13 months or less.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: November 18, 2021

☒

Action

☐

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes Superintendent, Business

SUBJECT: Treasurer's Quarterly Report For the Quarter Ending September 30, 2021

BACKGROUND

Santa Cruz County Treasurer's Quarterly Investment Report for the period ending September 30, 2021

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the report.

Santa Cruz County Treasurer's

Quarterly Investment Report

**For the Quarter Ended
September 30, 2021**



Edith Driscoll
Auditor – Controller – Treasurer - Tax Collector

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TREASURY OVERSIGHT COMMISSION

Chairperson: Ron Sekkel
Public Member
Alternate: Vacant

Current Members: Chris Schiermeyer
Member Representing School Districts
Alternate: Vacant

Manu Koenig
Member Representing County of Santa Cruz
Board of Supervisors
Alternate: Greg Caput

Faris Sabbah
Superintendent of Schools
Santa Cruz County Office of Education
Alternate: Liann Reyes

Chuck Farmer
Member Representing Special Districts
Alternate: Ron Whittle

AUDIT PROCESS

The Office of the Santa Cruz County Auditor-Controller-Treasurer-Tax Collector (ACTTC) is included in the County's annual financial audit process. The County's Audit Committee selects an external audit firm to perform the annual audit which includes a review of the internal controls of the County and the ACTTC. Additionally, in compliance with Section 26920 of the Government Code of the State of California, four quarterly audits are performed by the county auditor to review the Treasurer's statement of assets in the county treasury. These audits include manual cash counts, verification of records, and a report to the Board of Supervisors in accordance with the appropriate professional standards, as determined by the ACTTC.



COUNTY OF SANTA CRUZ

EDITH DRISCOLL
AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR
701 OCEAN STREET, SUITE 100, SANTA CRUZ, CA 95060-4073
(831) 454-2500 FAX (831) 454-2660

October 5, 2021

Board of Supervisors
County of Santa Cruz
701 Ocean Street
Santa Cruz, CA 95060

Subject: **CERTIFICATION OF LIQUIDITY**

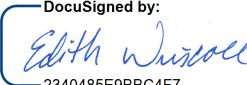
Dear Members of the Board:

This report shows the investment activity for the quarter ending September 30, 2021 of pooled funds on deposit with the Treasurer and that it is in compliance with California Government Code Sections 27000 et seq., 53600 et seq., and the County's 2021 Investment Policy.

Attached are summaries of the Portfolio Structure, Investment Details, Securities Activity by Brokers, and other information to provide a better understanding of the investment activity that has occurred through September 30, 2021.

Pursuant to Government Code § 53646(b)(3), I certify that because of the liquidity of the pool and the county's issuance of Teeter Notes and TRANS, the county has the ability to meet the pool's expenditure requirements for the next six months.

Respectfully submitted,

DocuSigned by:

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EDITH DRISCOLL
Auditor-Controller-Treasurer-Tax Collector

SUMMARY REPORTS

1. County of Santa Cruz Portfolio Summary including:
 - a) Issuer
 - b) Type of Asset
 - c) Cost at Purchase
 - d) Current Book Value
 - e) Yield
 - f) Par Value
 - g) Market Value
 - h) Percent of Portfolio
 - i) Percent Allowed
 - j) Purchase Date
 - k) Maturity Date
 - l) Credit Rating
 - m) Source of Valuation
2. Portfolio Size and Composition Report
 - a) Portfolio Balance Trend
 - b) Portfolio Composition by Type
3. Portfolio Yield
 - a) Net Yield History / Comparison to LAIF
 - b) Net Yield Trend / Comparison to LAIF
4. County of Santa Cruz Investment Pool Maturity Distribution
5. County of Santa Cruz Investment Pool Credit Quality Distribution
6. County of Santa Cruz Investment Pool Source of Funds

Santa Cruz County Treasurer's Portfolio
As of September 30, 2021

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
<u>U.S. Treasuries</u>										
US Treasury	20,548,437.50	20,021,093.75	0.12%	20,000,000.00	20,071,000.00	2.34%	100%	10/16/20	10/15/21	AA+ / Aaa
US Treasury	17,341,328.13	17,099,622.09	0.12%	17,000,000.00	17,128,860.00	1.99%	100%	12/09/20	01/31/22	AA+ / Aaa
US Treasury	9,993,933.33	9,995,700.00	0.06%	10,000,000.00	9,995,200.00	1.17%	100%	06/17/21	06/16/22	AA+ / Aaa
US Treasury	20,346,093.75	20,261,391.86	0.09%	20,000,000.00	20,295,400.00	2.36%	100%	06/30/21	07/15/22	AA+ / Aaa
US Treasury	16,991,367.19	16,993,668.41	0.15%	17,000,000.00	16,998,640.00	1.98%	100%	04/07/21	01/31/23	AA+ / Aaa
US Treasury	17,966,953.13	17,973,787.64	0.21%	18,000,000.00	17,974,620.00	2.10%	100%	04/14/21	07/15/23	AA+ / Aaa
US Treasury	11,979,843.75	11,984,230.56	0.20%	12,000,000.00	11,980,320.00	1.40%	100%	03/25/21	08/15/23	AA+ / Aaa
US Treasury	14,990,039.06	14,992,544.96	0.15%	15,000,000.00	14,967,750.00	1.75%	100%	02/03/21	09/15/23	AA+ / Aaa
US Treasury	21,890,859.38	21,910,106.84	0.30%	22,000,000.00	21,909,800.00	2.56%	100%	04/05/21	01/15/24	AA+ / Aaa
US Treasury	18,110,976.56	17,889,616.57	0.25%	17,000,000.00	17,896,410.00	2.09%	100%	03/03/21	01/31/24	AA+ / Aaa
US Treasury	19,946,093.75	19,957,239.96	0.22%	20,000,000.00	19,911,000.00	2.33%	100%	02/17/21	02/15/24	AA+ / Aaa
US Treasury	14,967,773.44	14,972,241.12	0.32%	15,000,000.00	14,952,509.51	1.75%	100%	05/20/21	05/15/24	AA+ / Aaa
Total US Treasuries	205,073,698.97	204,051,243.76	0.19%	203,000,000.00	204,081,509.51	23.80%	100%			
<u>U.S. Government Agencies</u>										
Federal National Mortg Association	15,252,150.00	15,002,931.98	0.20%	15,000,000.00	15,020,550.00	1.75%	25%	05/01/20	10/07/21	AA+ / Aaa
Federal Farm Credit Bank	12,987,455.00	12,999,488.91	3.08%	13,000,000.00	13,077,740.00	1.52%	25%	11/15/18	11/15/21	AA+ / Aaa
Federal Home Loan Bank	13,483,769.00	13,111,371.28	0.32%	13,000,000.00	13,148,460.00	1.53%	25%	04/06/20	03/11/22	AA+ / Aaa
Federal Farm Credit Bank	17,000,000.00	17,000,000.00	1.63%	17,000,000.00	17,257,210.00	1.98%	25%	12/06/19	08/22/22	AA+ / Aaa
Federal Farm Credit Bank	13,533,000.00	13,243,657.14	0.63%	13,000,000.00	13,350,090.00	1.54%	25%	04/09/20	12/29/22	AA+ / Aaa
Federal Home Loan Bank	15,296,100.00	15,139,451.81	1.46%	15,000,000.00	15,417,750.00	1.77%	25%	02/18/20	03/10/23	AA+ / Aaa
Federal Farm Credit Bank	9,974,200.00	9,987,388.81	0.88%	10,000,000.00	10,096,000.00	1.17%	25%	03/23/20	03/15/23	AA+ / Aaa
Federal Home Loan Mortg Corp	19,928,600.00	19,951,182.33	0.25%	20,000,000.00	19,951,182.33	2.33%	25%	11/21/20	10/16/23	AA+ / Aaa
Federal Home Loan Mortg Corp	18,000,000.00	18,000,000.00	0.32%	18,000,000.00	17,998,380.00	2.10%	25%	11/02/20	11/02/23	AA+ / Aaa
Federal Home Loan Mortg Corp	9,995,500.00	9,996,857.08	0.27%	10,000,000.00	9,998,100.00	1.17%	25%	11/05/20	11/06/23	AA+ / Aaa
Federal Farm Credit Bank	18,013,680.00	18,010,625.74	0.20%	18,000,000.00	17,956,260.00	2.10%	25%	02/03/21	01/19/24	AA+ / Aaa
Federal Farm Credit Bank	20,040,600.00	20,033,662.75	0.32%	20,000,000.00	19,895,400.00	2.34%	25%	01/27/21	01/15/25	AA+ / Aaa
Federal Home Loan Mortg Corp	14,952,000.00	14,959,827.00	0.44%	15,000,000.00	14,824,950.00	1.75%	25%	12/22/20	09/23/25	AA+ / Aaa
Total Government Agencies	198,457,054.00	197,436,444.83	0.73%	197,000,000.00	197,992,072.33	23.03%	100%			
<u>Supranationals</u>										
Inter-American Development Bank	10,497,500.00	10,292,242.14	0.24%	10,000,000.00	10,324,200.00	1.20%	30%	11/03/20	01/18/23	AAA / Aaa / AAA
International Finance Corporation	16,155,000.00	15,672,984.08	0.41%	15,000,000.00	15,756,600.00	1.83%	30%	06/09/20	07/31/23	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,979,300.00	17,985,059.66	0.29%	18,000,000.00	17,981,100.00	2.10%	30%	12/03/20	11/24/23	AAA / Aaa / AAA
Inter-American Development Bank	15,073,100.00	14,873,926.14	0.37%	14,000,000.00	14,893,620.00	1.74%	30%	03/15/21	02/21/24	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,915,400.00	17,926,563.20	0.60%	18,000,000.00	17,843,940.00	2.09%	30%	02/18/21	10/28/25	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	15,021,614.58	15,021,614.58	0.63%	15,000,000.00	15,025,214.58	1.75%	30%	07/15/21	04/22/25	AAA / Aaa / AAA
Total Supranational	92,641,914.58	91,772,389.80	0.43%	90,000,000.00	91,824,674.58	10.71%	30%			
<u>Medium Term Notes</u>										
Johnson & Johnson Corp	14,822,550.00	14,975,434.97	2.66%	15,000,000.00	15,140,250.00	1.75%	10%	02/15/19	03/03/22	AAA / Aaa / AAA
Toyota Motor Credit Corp.	10,090,292.60	10,075,949.33	0.15%	10,000,000.00	10,082,961.11	1.18%	10%	06/30/21	05/26/22	A+ / A1 / A+
Apple Inc.	15,167,250.00	15,062,656.34	2.53%	15,000,000.00	15,522,300.00	1.76%	10%	06/03/19	02/23/23	AA+ / Aa1
Merck & Co Inc	4,970,725.00	4,970,867.64	0.90%	5,000,000.00	4,970,867.64	0.58%	10%	09/24/21	02/24/26	A+ / A1 / A+
Total Medium Term Notes	45,050,817.60	45,084,908.28	1.90%	45,000,000.00	45,716,378.75	5.26%	30%			

**Santa Cruz County Treasurer's Portfolio
As of September 30, 2021**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
<u>Negotiable CDs</u>										
Rabobank NY	25,000,000.00	25,000,000.00	0.16%	25,000,000.00	25,002,750.00	2.92%	10%	02/02/21	10/20/21	A1 / P1 / F1+
Swedbank NY	25,000,000.00	25,000,000.00	0.13%	25,000,000.00	25,002,000.00	2.92%	10%	05/12/21	11/10/21	A1 / P1 / F1+
Toronto Dominion NY	25,000,000.00	25,000,000.00	0.16%	25,000,000.00	25,000,000.00	2.92%	10%	09/02/21	05/03/22	A1 / P1 / F1+
Royal Bank of Canada NY	25,000,000.00	25,000,000.00	0.15%	25,000,000.00	25,000,000.00	2.92%	10%	09/14/21	06/01/22	A1 / P1 / F1+
Total Negotiable CDs	100,000,000.00	100,000,000.00	0.15%	100,000,000.00	100,004,750.00	11.66%	30%			
<u>Municipal Bonds</u>										
State of California GO Bond	12,000,000.00	12,000,000.00	2.35%	12,000,000.00	12,155,160.00	1.40%	10%	04/04/19	04/01/22	AA- / Aa3 / AA-
University of California	3,077,430.00	3,035,605.61	1.76%	3,000,000.00	3,109,020.00	0.35%	10%	11/05/19	05/15/23	AA / Aa2 / AA
California Health Fac Fin Authority	6,500,000.00	6,500,000.00	0.55%	6,500,000.00	6,513,910.00	0.76%	10%	11/04/20	06/01/23	AA- / Aa3 / AA-
Cabrillo Community College	3,035,000.00	3,035,000.00	1.96%	3,035,000.00	3,116,186.25	0.35%	10%	10/08/19	08/01/23	AA / Aa2
State of California GO Bond	9,364,970.00	9,274,973.53	0.92%	8,600,000.00	9,306,490.00	1.08%	10%	04/01/21	07/01/25	AA- / Aa3 / AA-
State of Hawaii	10,004,713.06	10,004,713.06	0.89%	10,000,000.00	9,999,313.06	1.17%	10%	08/20/21	08/01/26	AA / Aa2 / AA+
Total Municipal Bonds	43,982,113.06	43,850,292.20	1.38%	43,135,000.00	44,200,079.31	5.12%	10%			
<u>Checking</u>										
US Bank Checking	17,931,789.41	17,931,789.41	1.00%	17,931,789.41	17,931,789.41	2.09%	10%	NA	NA	NR
Total Checking	17,931,789.41	17,931,789.41	1.00%	17,931,789.41	17,931,789.41	2.09%	10%			
<u>Money Market Funds (3)</u>										
US Bank MMF	100,005.54	100,005.54	0.01%	100,005.54	100,005.54	0.01%	10%	NA	NA	NR
CAMP	82,000,000.00	82,000,000.00	0.05%	82,000,000.00	82,000,000.00	9.57%	10%	NA	NA	AAAm
Total Money Market Funds	82,100,005.54	82,100,005.54	0.05%	82,100,005.54	82,100,005.54	9.58%				
<u>Miscellaneous Investments</u>										
LAIF	75,044,185.75	75,044,185.75	0.22%	75,044,185.75	75,044,185.75	8.75%	10%	NA	NA	NR
Total Misc. Investments	75,044,185.75	75,044,185.75	0.22%	75,044,185.75	75,044,185.75	8.75%				
GRAND TOTAL										
	860,281,578.91	857,271,259.57	0.50%	853,210,980.70	858,895,445.18	100%				

(1) Market Value pricing obtained from Union Bank safekeeper (custodial bank).

(2) Split ratings reflect ratings from S&P and Moodys.

(3) Money Market Mutual Fund balances do not include current month interest.

County of Santa Cruz Investment Pool

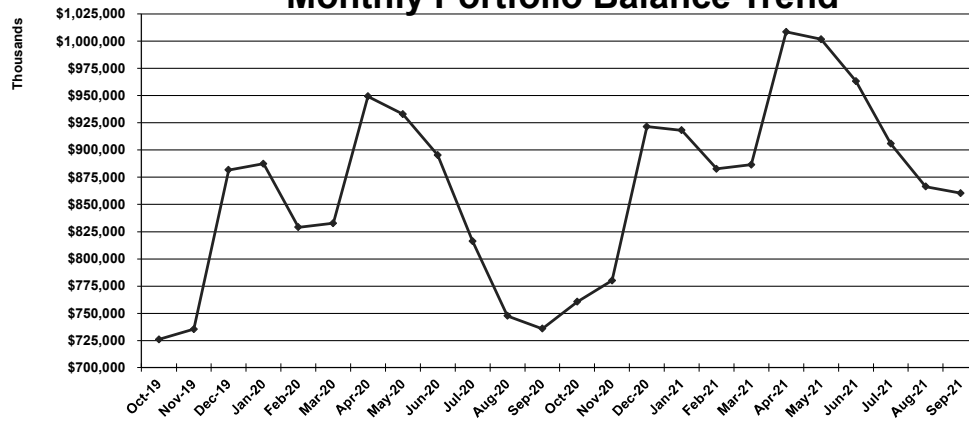
Portfolio Size and Composition

As of September 30, 2021

Monthly Balance History

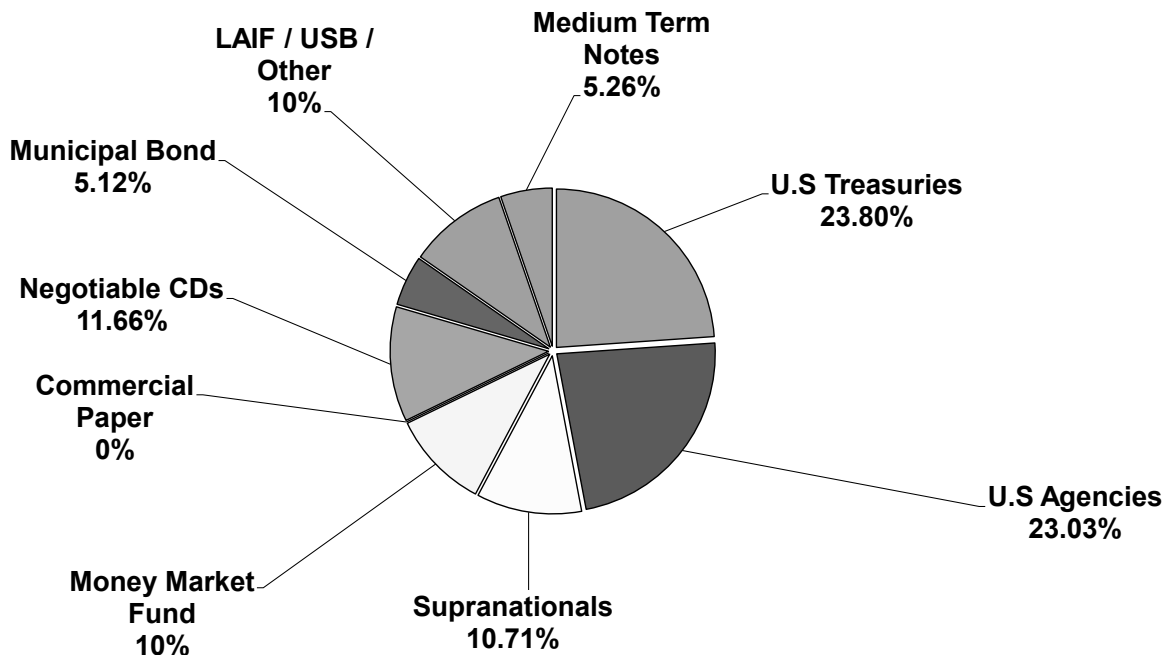
Oct-19	\$ 726,077,495.00
Nov-19	\$ 735,497,653.00
Dec-19	\$ 881,710,603.00
Jan-20	\$ 887,356,690.58
Feb-20	\$ 829,101,176.44
Mar-20	\$ 832,806,566.48
Apr-20	\$ 949,324,384.12
May-20	\$ 932,918,634.16
Jun-20	\$ 895,358,299.92
Jul-20	\$ 816,189,662.11
Aug-20	\$ 747,623,518.14
Sep-20	\$ 735,882,286.83
Oct-20	\$ 760,550,931.47
Nov-20	\$ 780,111,096.06
Dec-20	\$ 921,483,474.41
Jan-21	\$ 918,075,183.02
Feb-21	\$ 882,789,435.64
Mar-21	\$ 886,492,040.89
Apr-21	\$ 1,008,384,330.76
May-21	\$ 1,001,792,524.46
Jun-21	\$ 963,241,655.25
Jul-21	\$ 895,474,773.92
Aug-21	\$ 832,235,005.12
Sep-21	\$ 823,639,513.62

Monthly Portfolio Balance Trend



	<u>9/30/2021</u>	<u>6/30/2021</u>	<u>9/30/2020</u>	<u>9/30/2019</u>
U.S. Treasuries	23.80%	36.59%	23.12%	32.06%
U.S. Agencies	23.03%	21.92%	31.04%	24.91%
Supranationals	10.71%	10.00%	8.34%	8.73%
Money Market Fund	10.00%	2.07%	13.24%	7.43%
Commercial Paper	0.00%	0.00%	0.00%	0.00%
Negotiable CD	11.66%	9.79%	2.52%	3.32%
Municipal Bonds	5.12%	3.50%	3.82%	0.00%
LAIF / USB / Other	10.00%	10.95%	10.98%	11.51%
Medium Term Note	5.26%	5.17%	6.93%	12.51%
	100%	100%	100%	100%

Portfolio Composition

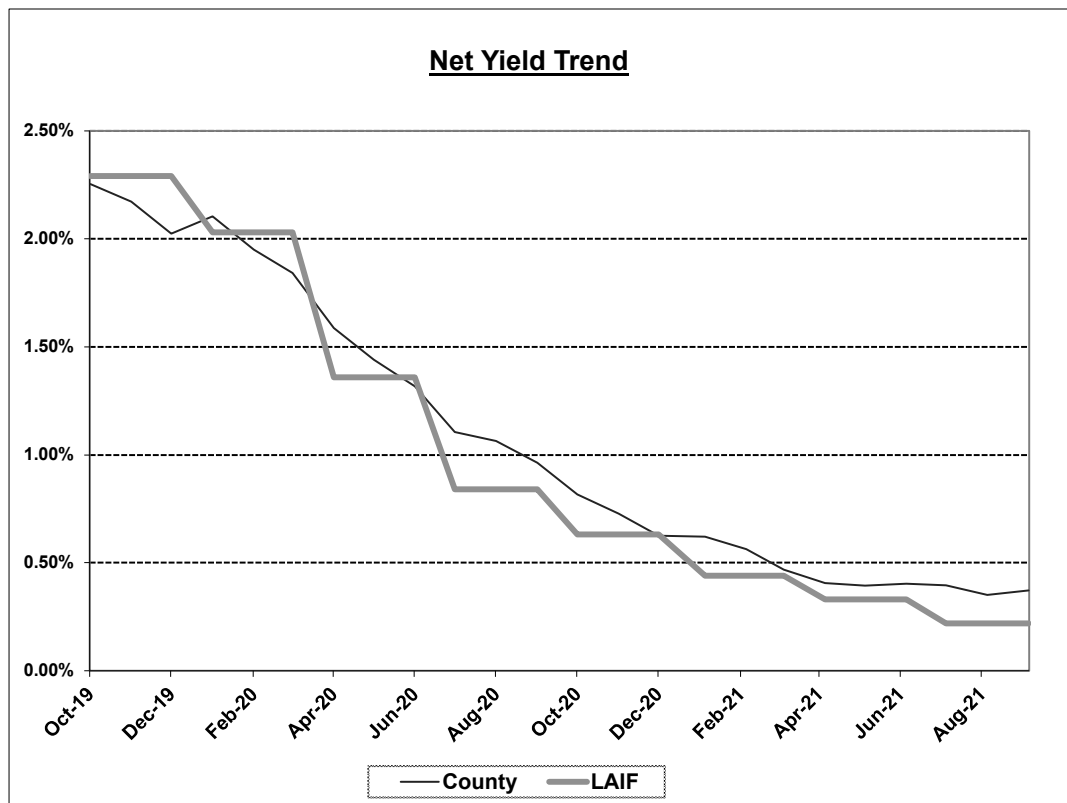


County of Santa Cruz Investment Pool

Portfolio Net Yield

As of September 30, 2021

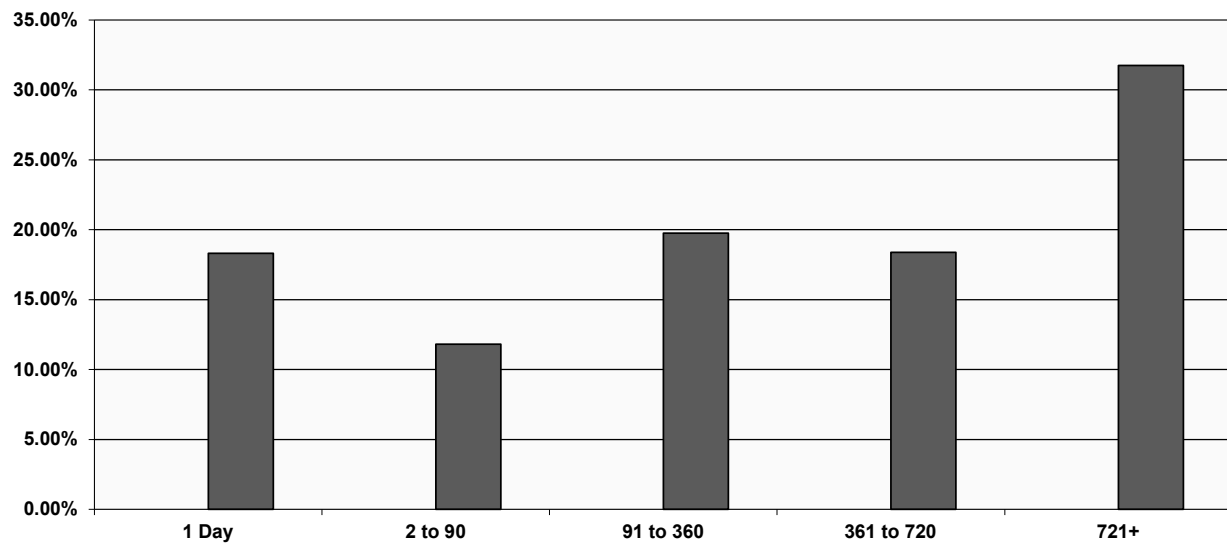
Apportionment Rate			
Month	County	LAIF	Difference
Oct-19	2.253%	2.290%	-0.04%
Nov-19	2.172%	2.290%	-0.12%
Dec-19	2.024%	2.290%	-0.27%
Jan-20	2.104%	2.030%	0.07%
Feb-20	1.950%	2.030%	-0.08%
Mar-20	1.842%	2.030%	-0.19%
Apr-20	1.587%	1.360%	0.23%
May-20	1.441%	1.360%	0.08%
Jun-20	1.318%	1.360%	-0.04%
Jul-20	1.106%	0.840%	0.27%
Aug-20	1.064%	0.840%	0.22%
Sep-20	0.964%	0.840%	0.12%
Oct-20	0.816%	0.630%	0.19%
Nov-20	0.727%	0.630%	0.10%
Dec-20	0.625%	0.630%	0.00%
Jan-21	0.620%	0.440%	0.18%
Feb-21	0.562%	0.440%	0.12%
Mar-21	0.468%	0.440%	0.03%
Apr-21	0.406%	0.330%	0.08%
May-21	0.393%	0.330%	0.06%
Jun-21	0.402%	0.330%	0.07%
Jul-21	0.395%	0.220%	0.18%
Aug-21	0.352%	0.220%	0.13%
Sep-21	0.372%	0.220%	0.15%



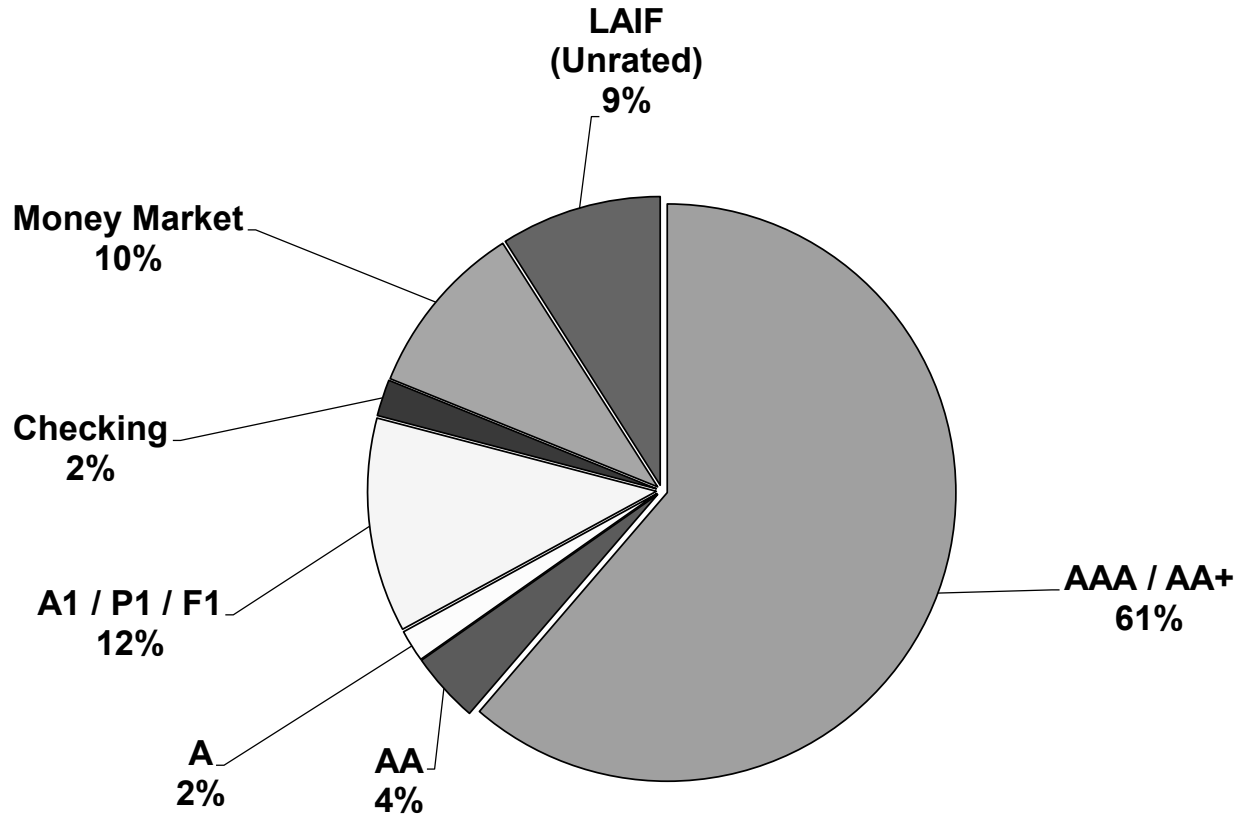
County of Santa Cruz Investment Pool
Maturity Distribution
September 30, 2021

Maturing In:	9/30/2021	6/30/2021	6/30/2020	9/30/2019
1 Day	18.32%	15.22%	15.35%	14.56%
2 to 90	11.81%	20.98%	24.65%	18.97%
91 to 360	19.76%	21.51%	21.61%	43.61%
361 to 720	18.38%	11.17%	14.20%	9.91%
721+	31.75%	31.12%	24.20%	12.96%
Total	100%	100%	100%	100%
WAM (days)	461	431	332	264
Duration	1.27	1.19	0.90	0.71

Portfolio Maturity Distribution



County of Santa Cruz Investment Pool
Credit Quality Distribution
September 30, 2021

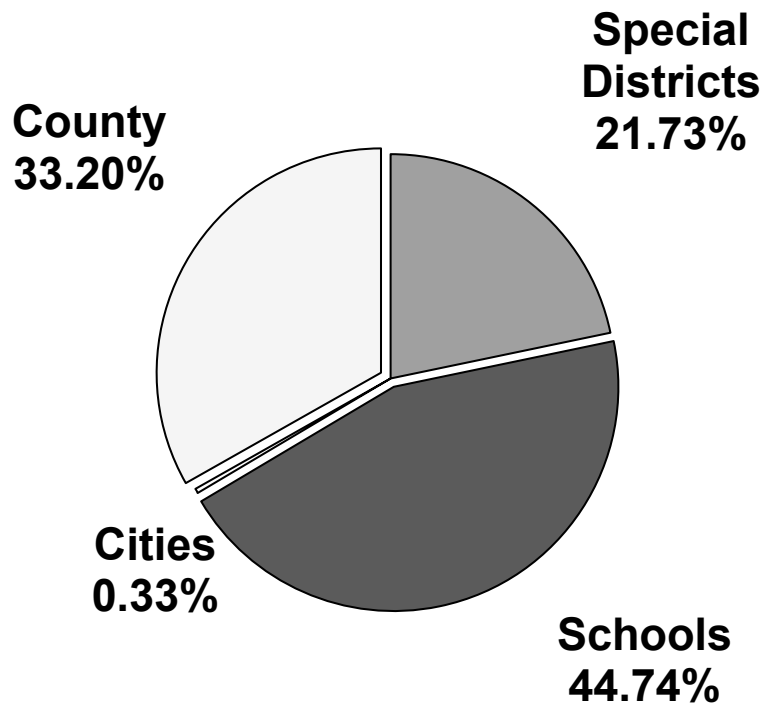


Market Value					
Rating	(\$ ml)	9/30/2021	6/30/2021	9/30/2020	9/30/2019
AAA / AA+ *	\$ 510	61%	71%	66%	69%
AA	\$ 33	4%	5%	8%	12%
A	\$ 15	2%	1%	0%	0%
A1 / P1 / F1	\$ 100	12%	10%	3%	3%
Checking	\$ 17	2%	2%	2%	1%
Money Market	\$ 82	10%	2%	13%	7%
LAIF (unrated)	\$ 75	9%	9%	9%	7%
Total Portfolio Value	\$ 832	100%	100%	100%	100%

* The AAA / AA+ category includes securities rated Aaa / AAA and Aaa / AA+

** May not add to 100% due to rounding

County of Santa Cruz Investment Pool
Source of Funds
 As of September 30, 2021



	9/30/2021	9/30/2020	9/30/2019
County	33.20%	34.69%	33.38%
Special Districts	21.73%	21.65%	18.53%
Schools	44.74%	43.33%	47.53%
Cities	0.33%	0.33%	0.56%
Total	100%	100%	100%

DETAILED LIST OF INVESTMENTS OUTSTANDING

As of September 30, 2021

REPORT DESCRIPTION

The **Detailed List of Investments Outstanding** lists active investments in the portfolio on a specific date providing information on the market values, book values, interest rates and yields. It is arranged so that the securities of the same type are grouped together. What follows is a description of the abbreviations used in the report.

CUSIP – The CUSIP number is a 9-character alphanumeric code which identifies a North American financial security for the purposes of facilitating clearing and settlement of trades.

INVESTMENT NUMBER – This is a unique system-generated number assigned to the security. Assigned by the County for internal identification purposes.

ISSUER – The issuer named is the name of the institution which issued the bond.

PURCHASE DATE – This is the date on which the security was purchased.

PAR VALUE – The nominal or face value of a bond. This is the amount that will be received at maturity with accrued interest. It is also the amount that is used in calculating the interest received on the bond.

MARKET VALUE – Market value is the dollar amount the security could have been sold for on the report date. By comparing this number to the book value one is able to determine what, if any, loss or gain we would realize if we were to sell the bond in the open market.

BOOK VALUE – The original cost for each investment adjusted for amortization of premiums or accretions of discounts to the date of the report. Amortizations and accretions are calculated on a straight line basis.

STATED RATE – In most cases this is the coupon rate (rate of interest) set on a bond at the issue date by the issuer. If the security has no coupon (discount note, UST Bill or CP) then the stated rate is the yield to maturity on the date that the bond is purchased. The stated rate is not intended for comparing yields between different investments because the item may have been purchased at a discount or premium to par.

YTM – This is the Yield to Maturity. This is what the yield will be on the bond if it is held to maturity.

DAYS TO MATURITY – This is the number of days remaining between the report date and the maturity date.

MATURITY DATE – The maturity date is the date when a bond matures. On the maturity date an issuer of a security will pay the holder of the security the par value plus any accrued interest earned on the security from the date of last distribution.

**County of Santa Cruz
Portfolio Management
Portfolio Summary
September 30, 2021**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Notes/ Bonds	193,000,000.00	194,086,309.51	194,055,543.76	23.12	785	578	0.190	0.193
Federal Agency Issues - Coupon	197,000,000.00	197,992,072.33	197,436,444.83	23.52	1,094	632	0.720	0.730
Medium Term Notes	45,000,000.00	45,716,378.75	45,084,908.28	5.37	1,076	451	1.836	1.862
Negotiable CDs	100,000,000.00	100,004,750.00	100,000,000.00	11.91	236	129	0.150	0.152
Municipal Bonds	43,135,000.00	44,200,079.31	43,850,292.20	5.22	1,364	919	1.363	1.382
Local Agency Investment Fund (LAIF)	75,044,185.75	75,044,185.75	75,044,185.75	8.94	1	1	0.217	0.220
Treasury Discounts -Amortizing	10,000,000.00	9,995,200.00	9,995,700.00	1.19	364	258	0.061	0.062
Supranationals	90,000,000.00	91,824,674.58	91,772,389.80	10.93	1,233	966	0.427	0.433
Money Market Mutual Funds 02	82,100,005.54	82,100,005.54	82,100,005.54	9.78	1	1	0.049	0.050
	835,279,191.29	840,963,655.77	839,339,470.16	100.00%	735	479	0.473	0.479
Investments								

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	332,340.55	1,032,208.01
Average Daily Balance	823,639,513.62	850,829,564.28
Effective Rate of Return	0.49%	0.48%

Santa Cruz County Treasurer,

Reporting period 09/01/2021-09/30/2021

Run Date: 10/19/2021 - 07:45

Portfolio SCRZ
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**County of Santa Cruz
Portfolio Management
Portfolio Details - Investments
September 30, 2021**

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Notes/ Bonds												
9128285F3	22385	US Treasury N/B		10/16/2020	20,000,000.00	20,071,000.00	20,021,093.75	2.875	0.121	0.123	14	10/15/2021
912828V72	22395	US Treasury N/B		12/09/2020	17,000,000.00	17,128,860.00	17,099,622.09	1.875	0.117	0.118	122	01/31/2022
9128287C8	22418	US Treasury N/B		06/30/2021	20,000,000.00	20,295,400.00	20,261,391.86	1.750	0.086	0.087	287	07/15/2022
91282CBG5	22412	U.S.Trust		04/07/2021	17,000,000.00	16,998,640.00	16,993,668.41	0.125	0.151	0.153	487	01/31/2023
912828ZY9	22413	US Treasury N/B		04/14/2021	18,000,000.00	17,974,620.00	17,973,787.64	0.125	0.204	0.207	652	07/15/2023
91282CAF8	22408	U.S.Trust		03/25/2021	12,000,000.00	11,980,320.00	11,984,230.56	0.125	0.193	0.195	683	08/15/2023
91282CAK7	22402	U.S.Trust		02/03/2021	15,000,000.00	14,967,750.00	14,992,544.96	0.125	0.148	0.150	714	09/15/2023
91282CBE0	22411	U.S.Trust		04/05/2021	22,000,000.00	21,909,800.00	21,910,106.84	0.125	0.300	0.304	836	01/15/2024
9128285Z9	22406	US Treasury N/B		03/03/2021	17,000,000.00	17,896,410.00	17,889,616.57	2.500	0.245	0.248	852	01/31/2024
91282CBM2	22403	U.S.Trust		02/17/2021	20,000,000.00	19,911,000.00	19,957,239.96	0.125	0.212	0.215	867	02/15/2024
91282CCC3	22416	U.S.Trust		05/20/2021	15,000,000.00	14,952,509.51	14,972,241.12	0.250	0.318	0.322	957	05/15/2024
Subtotal and Average			222,799,391.76		193,000,000.00	194,086,309.51	194,055,543.76		0.190	0.193	578	
Federal Agency Issues - Coupon												
3135G0Q89	22370	Federal National Mort. Assoc.		05/01/2020	15,000,000.00	15,020,550.00	15,002,931.98	1.375	0.197	0.200	6	10/07/2021
3133EJT74	22290	Federal Farm Credit Bank		11/15/2018	13,000,000.00	13,077,740.00	12,999,488.91	3.050	3.042	3.084	45	11/15/2021
313378CR0	22363	Federal Home Loan Bank		04/06/2020	13,000,000.00	13,148,460.00	13,111,371.28	2.250	0.311	0.315	161	03/11/2022
3133ELAE4	22349	Federal Farm Credit Bank		12/06/2019	17,000,000.00	17,257,210.00	17,000,000.00	1.625	1.603	1.625	325	08/22/2022
3133EFUJ4	22365	Federal Farm Credit Bank		04/09/2020	13,000,000.00	13,350,090.00	13,243,657.14	2.150	0.620	0.628	454	12/29/2022
313382AX1	22359	Federal Home Loan Bank		02/18/2020	15,000,000.00	15,417,750.00	15,139,451.81	2.125	1.443	1.463	525	03/10/2023
3133ELUF9	22361	Federal Farm Credit Bank		03/23/2020	10,000,000.00	10,096,000.00	9,987,388.81	0.790	0.866	0.878	530	03/15/2023
3137EAEY1	22387	Fed.Home Loan Mtg.Corp		10/21/2020	20,000,000.00	19,951,182.33	19,951,182.33	0.125	0.242	0.245	745	10/16/2023
3134GW6E1	22389	Fed.Home Loan Mtg.Corp		11/02/2020	18,000,000.00	17,998,380.00	18,000,000.00	0.320	0.316	0.320	762	11/02/2023
3137EAEZ8	22392	Fed.Home Loan Mtg.Corp		11/05/2020	10,000,000.00	9,998,100.00	9,996,857.08	0.250	0.261	0.265	766	11/06/2023
3133EMNG3	22401	Federal Farm Credit Bank		02/03/2021	18,000,000.00	17,956,260.00	18,010,625.74	0.230	0.201	0.204	840	01/19/2024
3133EMNF5	22399	Federal Farm Credit Bank		01/27/2021	20,000,000.00	19,895,400.00	20,033,662.75	0.375	0.319	0.323	1,202	01/15/2025
3137EAEX3	22398	Fed.Home Loan Mtg.Corp		12/22/2020	15,000,000.00	14,824,950.00	14,959,827.00	0.375	0.437	0.443	1,453	09/23/2025
Subtotal and Average			197,464,056.45		197,000,000.00	197,992,072.33	197,436,444.83		0.720	0.730	632	
Medium Term Notes												
478160CD4	22309	Johnson & Johnson Corp		02/15/2019	15,000,000.00	15,140,250.00	14,975,434.97	2.250	2.620	2.656	153	03/03/2022
89236TGZ2	22419	Toyota Motor Credit Corp		06/30/2021	10,000,000.00	10,082,961.11	10,075,949.33	1.150	0.150	0.152	237	05/26/2022
037833BU3	22323	Apple Inc		06/03/2019	15,000,000.00	15,522,300.00	15,062,656.34	2.850	2.499	2.534	510	02/23/2023
58933YAY1	22425	Merck & Co Inc		09/24/2021	5,000,000.00	4,970,867.64	4,970,867.64	0.750	0.888	0.900	1,607	02/24/2026
Subtotal and Average			41,277,378.00		45,000,000.00	45,716,378.75	45,084,908.28		1.836	1.862	451	

Portfolio SCRZ
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Run Date: 10/19/2021 - 07:47

**County of Santa Cruz
Portfolio Management
Portfolio Details - Investments
September 30, 2021**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Negotiable CDs												
21684XMM5	22400	Rabobank N.Y.		02/02/2021	25,000,000.00	25,002,750.00	25,000,000.00	0.160	0.160	0.162	19	10/20/2021
87019VW60	22415	Swedbank NY		05/12/2021	25,000,000.00	25,002,000.00	25,000,000.00	0.130	0.130	0.132	40	11/10/2021
89114WFG5	22422	Toronto Dominion Bank		09/02/2021	25,000,000.00	25,000,000.00	25,000,000.00	0.160	0.160	0.162	214	05/03/2022
78012UT70	22424	Royal Bank Canada Capital Mrkt		09/14/2021	25,000,000.00	25,000,000.00	25,000,000.00	0.150	0.150	0.152	243	06/01/2022
Subtotal and Average			88,333,333.33		100,000,000.00	100,004,750.00	100,000,000.00		0.150	0.152	129	
Municipal Bonds												
13063DLY2	22316	State of California		04/04/2019	12,000,000.00	12,155,160.00	12,000,000.00	2.350	2.318	2.350	182	04/01/2022
91412G2U8	22339	University of Calif		11/05/2019	3,000,000.00	3,109,020.00	3,035,605.61	2.519	1.737	1.761	591	05/15/2023
13032UXK9	22391	Calif Health Fac Fin & Auth		11/04/2020	6,500,000.00	6,513,910.00	6,500,000.00	0.553	0.545	0.553	608	06/01/2023
127109PZ3	22336	Cabrillo Comm College GO		10/08/2019	3,035,000.00	3,116,186.25	3,035,000.00	1.964	1.937	1.964	669	08/01/2023
91412GU94	22410	University of Calif		04/01/2021	8,600,000.00	9,306,490.00	9,274,973.53	3.063	0.911	0.924	1,369	07/01/2025
419792YR1	22421	HAWAII ST		08/20/2021	10,000,000.00	9,999,313.06	10,004,713.06	0.893	0.881	0.893	1,765	08/01/2026
Subtotal and Average			43,858,425.95		43,135,000.00	44,200,079.31	43,850,292.20		1.363	1.382	919	
Local Agency Investment Fund (LAIF)												
SYS6501	6501	LAIF (General Fund)			75,044,185.75	75,044,185.75	75,044,185.75	0.220	0.217	0.220	1	
Subtotal and Average			75,001,472.86		75,044,185.75	75,044,185.75	75,044,185.75		0.217	0.220	1	
Union Bank Activity - Dividend												
SYS21111	21111	Union Bank			0.00	0.00	0.00	0.010	0.010	0.010	1	
Subtotal and Average			0.00		0.00	0.00	0.00		0.000	0.000	0	
Dividends												
SYS22423	22423	US Bank		08/01/2021	0.00	0.00	0.00	0.010	0.010	0.010	1	
Subtotal and Average			0.40		0.00	0.00	0.00		0.000	0.000	0	
Treasury Discounts -Amortizing												
912796J42	22417	US Treasury Bill		06/17/2021	10,000,000.00	9,995,200.00	9,995,700.00	0.060	0.061	0.062	258	06/16/2022
Subtotal and Average			15,328,721.66		10,000,000.00	9,995,200.00	9,995,700.00		0.061	0.062	258	
Supranationals												
4581X0DA3	22390	Inter-American Devel Bank		11/03/2020	10,000,000.00	10,324,200.00	10,292,242.14	2.500	0.236	0.240	474	01/18/2023
45950KCP3	22375	International Fin Corp		06/09/2020	15,000,000.00	15,756,600.00	15,672,984.08	2.875	0.400	0.405	668	07/31/2023
459058JM6	22394	Int Bank of Recon & Developmen		12/03/2020	18,000,000.00	17,981,100.00	17,985,059.66	0.250	0.285	0.289	784	11/24/2023

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County of Santa Cruz
Portfolio Management
Portfolio Details - Investments
September 30, 2021

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Supranationals												
4581X0CF3	22407	Inter-American Devel Bank		03/15/2021	14,000,000.00	14,893,620.00	14,873,926.14	3.000	0.365	0.370	873	02/21/2024
459058JB0	22420	Int Bank of Recon & Developmen		07/15/2021	15,000,000.00	15,025,214.58	15,021,614.58	0.625	0.616	0.625	1,299	04/22/2025
459058JL8	22404	Int Bank of Recon & Developmen		02/18/2021	18,000,000.00	17,843,940.00	17,926,563.20	0.500	0.593	0.602	1,488	10/28/2025
Subtotal and Average			91,810,000.09		90,000,000.00	91,824,674.58	91,772,389.80		0.427	0.433	966	
Money Market Mutual Funds 02												
SYS011119	22302	CAMP		01/11/2019	82,000,000.00	82,000,000.00	82,000,000.00	0.050	0.049	0.050	1	
157 519 832 743	22283	US Bank MMMF		10/23/2018	100,005.54	100,005.54	100,005.54	0.010	0.010	0.010	1	
Subtotal and Average			47,766,733.11		82,100,005.54	82,100,005.54	82,100,005.54		0.049	0.050	1	
Total and Average			823,639,513.62		835,279,191.29	840,963,655.77	839,339,470.16		0.473	0.479	479	

Santa Cruz County Treasurer's Portfolio
As of September 30, 2021

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
<u>U.S. Treasuries</u>										
US Treasury	20,548,437.50	20,021,093.75	0.12%	20,000,000.00	20,071,000.00	2.34%	100%	10/16/20	10/15/21	AA+ / Aaa
US Treasury	17,341,328.13	17,099,622.09	0.12%	17,000,000.00	17,128,860.00	1.99%	100%	12/09/20	01/31/22	AA+ / Aaa
US Treasury	9,993,933.33	9,995,700.00	0.06%	10,000,000.00	9,995,200.00	1.17%	100%	06/17/21	06/16/22	AA+ / Aaa
US Treasury	20,346,093.75	20,261,391.86	0.09%	20,000,000.00	20,295,400.00	2.36%	100%	06/30/21	07/15/22	AA+ / Aaa
US Treasury	16,991,367.19	16,993,668.41	0.15%	17,000,000.00	16,998,640.00	1.98%	100%	04/07/21	01/31/23	AA+ / Aaa
US Treasury	17,966,953.13	17,973,787.64	0.21%	18,000,000.00	17,974,620.00	2.10%	100%	04/14/21	07/15/23	AA+ / Aaa
US Treasury	11,979,843.75	11,984,230.56	0.20%	12,000,000.00	11,980,320.00	1.40%	100%	03/25/21	08/15/23	AA+ / Aaa
US Treasury	14,990,039.06	14,992,544.96	0.15%	15,000,000.00	14,967,750.00	1.75%	100%	02/03/21	09/15/23	AA+ / Aaa
US Treasury	21,890,859.38	21,910,106.84	0.30%	22,000,000.00	21,909,800.00	2.56%	100%	04/05/21	01/15/24	AA+ / Aaa
US Treasury	18,110,976.56	17,889,616.57	0.25%	17,000,000.00	17,896,410.00	2.09%	100%	03/03/21	01/31/24	AA+ / Aaa
US Treasury	19,946,093.75	19,957,239.96	0.22%	20,000,000.00	19,911,000.00	2.33%	100%	02/17/21	02/15/24	AA+ / Aaa
US Treasury	14,967,773.44	14,972,241.12	0.32%	15,000,000.00	14,952,509.51	1.75%	100%	05/20/21	05/15/24	AA+ / Aaa
Total US Treasuries	205,073,698.97	204,051,243.76	0.19%	203,000,000.00	204,081,509.51	23.80%	100%			
<u>U.S. Government Agencies</u>										
Federal National Mortg Association	15,252,150.00	15,002,931.98	0.20%	15,000,000.00	15,020,550.00	1.75%	25%	05/01/20	10/07/21	AA+ / Aaa
Federal Farm Credit Bank	12,987,455.00	12,999,488.91	3.08%	13,000,000.00	13,077,740.00	1.52%	25%	11/15/18	11/15/21	AA+ / Aaa
Federal Home Loan Bank	13,483,769.00	13,111,371.28	0.32%	13,000,000.00	13,148,460.00	1.53%	25%	04/06/20	03/11/22	AA+ / Aaa
Federal Farm Credit Bank	17,000,000.00	17,000,000.00	1.63%	17,000,000.00	17,257,210.00	1.98%	25%	12/06/19	08/22/22	AA+ / Aaa
Federal Farm Credit Bank	13,533,000.00	13,243,657.14	0.63%	13,000,000.00	13,350,090.00	1.54%	25%	04/09/20	12/29/22	AA+ / Aaa
Federal Home Loan Bank	15,296,100.00	15,139,451.81	1.46%	15,000,000.00	15,417,750.00	1.77%	25%	02/18/20	03/10/23	AA+ / Aaa
Federal Farm Credit Bank	9,974,200.00	9,987,388.81	0.88%	10,000,000.00	10,096,000.00	1.17%	25%	03/23/20	03/15/23	AA+ / Aaa
Federal Home Loan Mortg Corp	19,928,600.00	19,951,182.33	0.25%	20,000,000.00	19,951,182.33	2.33%	25%	11/21/20	10/16/23	AA+ / Aaa
Federal Home Loan Mortg Corp	18,000,000.00	18,000,000.00	0.32%	18,000,000.00	17,998,380.00	2.10%	25%	11/02/20	11/02/23	AA+ / Aaa
Federal Home Loan Mortg Corp	9,995,500.00	9,996,857.08	0.27%	10,000,000.00	9,998,100.00	1.17%	25%	11/05/20	11/06/23	AA+ / Aaa
Federal Farm Credit Bank	18,013,680.00	18,010,625.74	0.20%	18,000,000.00	17,956,260.00	2.10%	25%	02/03/21	01/19/24	AA+ / Aaa
Federal Farm Credit Bank	20,040,600.00	20,033,662.75	0.32%	20,000,000.00	19,895,400.00	2.34%	25%	01/27/21	01/15/25	AA+ / Aaa
Federal Home Loan Mortg Corp	14,952,000.00	14,959,827.00	0.44%	15,000,000.00	14,824,950.00	1.75%	25%	12/22/20	09/23/25	AA+ / Aaa
Total Government Agencies	198,457,054.00	197,436,444.83	0.73%	197,000,000.00	197,992,072.33	23.03%	100%			
<u>Supranationals</u>										
Inter-American Development Bank	10,497,500.00	10,292,242.14	0.24%	10,000,000.00	10,324,200.00	1.20%	30%	11/03/20	01/18/23	AAA / Aaa / AAA
International Finance Corporation	16,155,000.00	15,672,984.08	0.41%	15,000,000.00	15,756,600.00	1.83%	30%	06/09/20	07/31/23	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,979,300.00	17,985,059.66	0.29%	18,000,000.00	17,981,100.00	2.10%	30%	12/03/20	11/24/23	AAA / Aaa / AAA
Inter-American Development Bank	15,073,100.00	14,873,926.14	0.37%	14,000,000.00	14,893,620.00	1.74%	30%	03/15/21	02/21/24	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	17,915,400.00	17,926,563.20	0.60%	18,000,000.00	17,843,940.00	2.09%	30%	02/18/21	10/28/25	AAA / Aaa / AAA
Int Bank of Reconstruction & Dev	15,021,614.58	15,021,614.58	0.63%	15,000,000.00	15,025,214.58	1.75%	30%	07/15/21	04/22/25	AAA / Aaa / AAA
Total Supranational	92,641,914.58	91,772,389.80	0.43%	90,000,000.00	91,824,674.58	10.71%	30%			
<u>Medium Term Notes</u>										
Johnson & Johnson Corp	14,822,550.00	14,975,434.97	2.66%	15,000,000.00	15,140,250.00	1.75%	10%	02/15/19	03/03/22	AAA / Aaa / AAA
Toyota Motor Credit Corp.	10,090,292.60	10,075,949.33	0.15%	10,000,000.00	10,082,961.11	1.18%	10%	06/30/21	05/26/22	A+ / A1 / A+
Apple Inc.	15,167,250.00	15,062,656.34	2.53%	15,000,000.00	15,522,300.00	1.76%	10%	06/03/19	02/23/23	AA+ / Aa1
Merck & Co Inc	4,970,725.00	4,970,867.64	0.90%	5,000,000.00	4,970,867.64	0.58%	10%	09/24/21	02/24/26	A+ / A1 / A+
Total Medium Term Notes	45,050,817.60	45,084,908.28	1.90%	45,000,000.00	45,716,378.75	5.26%	30%			

**Santa Cruz County Treasurer's Portfolio
As of September 30, 2021**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
<u>Negotiable CDs</u>										
Rabobank NY	25,000,000.00	25,000,000.00	0.16%	25,000,000.00	25,002,750.00	2.92%	10%	02/02/21	10/20/21	A1 / P1 / F1+
Swedbank NY	25,000,000.00	25,000,000.00	0.13%	25,000,000.00	25,002,000.00	2.92%	10%	05/12/21	11/10/21	A1 / P1 / F1+
Toronto Dominion NY	25,000,000.00	25,000,000.00	0.16%	25,000,000.00	25,000,000.00	2.92%	10%	09/02/21	05/03/22	A1 / P1 / F1+
Royal Bank of Canada NY	25,000,000.00	25,000,000.00	0.15%	25,000,000.00	25,000,000.00	2.92%	10%	09/14/21	06/01/22	A1 / P1 / F1+
Total Negotiable CDs	100,000,000.00	100,000,000.00	0.15%	100,000,000.00	100,004,750.00	11.66%	30%			
<u>Municipal Bonds</u>										
State of California GO Bond	12,000,000.00	12,000,000.00	2.35%	12,000,000.00	12,155,160.00	1.40%	10%	04/04/19	04/01/22	AA- / Aa3 / AA-
University of California	3,077,430.00	3,035,605.61	1.76%	3,000,000.00	3,109,020.00	0.35%	10%	11/05/19	05/15/23	AA / Aa2 / AA
California Health Fac Fin Authority	6,500,000.00	6,500,000.00	0.55%	6,500,000.00	6,513,910.00	0.76%	10%	11/04/20	06/01/23	AA- / Aa3 / AA-
Cabrillo Community College	3,035,000.00	3,035,000.00	1.96%	3,035,000.00	3,116,186.25	0.35%	10%	10/08/19	08/01/23	AA / Aa2
State of California GO Bond	9,364,970.00	9,274,973.53	0.92%	8,600,000.00	9,306,490.00	1.08%	10%	04/01/21	07/01/25	AA- / Aa3 / AA-
State of Hawaii	10,004,713.06	10,004,713.06	0.89%	10,000,000.00	9,999,313.06	1.17%	10%	08/20/21	08/01/26	AA / Aa2 / AA+
Total Municipal Bonds	43,982,113.06	43,850,292.20	1.38%	43,135,000.00	44,200,079.31	5.12%	10%			
<u>Checking</u>										
US Bank Checking	17,931,789.41	17,931,789.41	1.00%	17,931,789.41	17,931,789.41	2.09%	10%	NA	NA	NR
Total Checking	17,931,789.41	17,931,789.41	1.00%	17,931,789.41	17,931,789.41	2.09%	10%			
<u>Money Market Funds (3)</u>										
US Bank MMF	100,005.54	100,005.54	0.01%	100,005.54	100,005.54	0.01%	10%	NA	NA	NR
CAMP	82,000,000.00	82,000,000.00	0.05%	82,000,000.00	82,000,000.00	9.57%	10%	NA	NA	AAAm
Total Money Market Funds	82,100,005.54	82,100,005.54	0.05%	82,100,005.54	82,100,005.54	9.58%				
<u>Miscellaneous Investments</u>										
LAIF	75,044,185.75	75,044,185.75	0.33%	75,044,185.75	75,044,185.75	8.75%	10%	NA	NA	NR
Total Misc. Investments	75,044,185.75	75,044,185.75	0.33%	75,044,185.75	75,044,185.75	8.75%				
GRAND TOTAL										
	860,281,578.91	857,271,259.57	0.50%	853,210,980.70	858,895,445.18	100%				

(1) Market Value pricing obtained from Union Bank safekeeper (custodial bank).

(2) Split ratings reflect ratings from S&P and Moodys.

(3) Money Market Mutual Fund balances do not include current month interest.

**County of Santa Cruz
Portfolio Management
Portfolio Summary
September 30, 2021**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Notes/ Bonds	193,000,000.00	194,086,309.51	194,055,543.76	23.12	785	578	0.190	0.193
Federal Agency Issues - Coupon	197,000,000.00	197,992,072.33	197,436,444.83	23.52	1,094	632	0.720	0.730
Medium Term Notes	45,000,000.00	45,716,378.75	45,084,908.28	5.37	1,076	451	1.836	1.862
Negotiable CDs	100,000,000.00	100,004,750.00	100,000,000.00	11.91	236	129	0.150	0.152
Municipal Bonds	43,135,000.00	44,200,079.31	43,850,292.20	5.22	1,364	919	1.363	1.382
Local Agency Investment Fund (LAIF)	75,044,185.75	75,044,185.75	75,044,185.75	8.94	1	1	0.217	0.220
Treasury Discounts -Amortizing	10,000,000.00	9,995,200.00	9,995,700.00	1.19	364	258	0.061	0.062
Supranationals	90,000,000.00	91,824,674.58	91,772,389.80	10.93	1,233	966	0.427	0.433
Money Market Mutual Funds 02	82,100,005.54	82,100,005.54	82,100,005.54	9.78	1	1	0.049	0.050
Investments	835,279,191.29	840,963,655.77	839,339,470.16	100.00%	735	479	0.473	0.479

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	332,340.55	1,032,208.01
Average Daily Balance	823,639,513.62	850,829,564.28
Effective Rate of Return	0.49%	0.48%

Santa Cruz County Treasurer,

Reporting period 09/01/2021-09/30/2021

Run Date: 10/19/2021 - 07:45

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**County of Santa Cruz
Portfolio Management
Portfolio Details - Investments
September 30, 2021**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Notes/ Bonds												
9128285F3	22385	US Treasury N/B		10/16/2020	20,000,000.00	20,071,000.00	20,021,093.75	2.875	0.121	0.123	14	10/15/2021
912828V72	22395	US Treasury N/B		12/09/2020	17,000,000.00	17,128,860.00	17,099,622.09	1.875	0.117	0.118	122	01/31/2022
9128287C8	22418	US Treasury N/B		06/30/2021	20,000,000.00	20,295,400.00	20,261,391.86	1.750	0.086	0.087	287	07/15/2022
91282CBG5	22412	U.S.Trust		04/07/2021	17,000,000.00	16,998,640.00	16,993,668.41	0.125	0.151	0.153	487	01/31/2023
912828ZY9	22413	US Treasury N/B		04/14/2021	18,000,000.00	17,974,620.00	17,973,787.64	0.125	0.204	0.207	652	07/15/2023
91282CAF8	22408	U.S.Trust		03/25/2021	12,000,000.00	11,980,320.00	11,984,230.56	0.125	0.193	0.195	683	08/15/2023
91282CAK7	22402	U.S.Trust		02/03/2021	15,000,000.00	14,967,750.00	14,992,544.96	0.125	0.148	0.150	714	09/15/2023
91282CBE0	22411	U.S.Trust		04/05/2021	22,000,000.00	21,909,800.00	21,910,106.84	0.125	0.300	0.304	836	01/15/2024
9128285Z9	22406	US Treasury N/B		03/03/2021	17,000,000.00	17,896,410.00	17,889,616.57	2.500	0.245	0.248	852	01/31/2024
91282CBM2	22403	U.S.Trust		02/17/2021	20,000,000.00	19,911,000.00	19,957,239.96	0.125	0.212	0.215	867	02/15/2024
91282CCC3	22416	U.S.Trust		05/20/2021	15,000,000.00	14,952,509.51	14,972,241.12	0.250	0.318	0.322	957	05/15/2024
Subtotal and Average			222,799,391.76		193,000,000.00	194,086,309.51	194,055,543.76		0.190	0.193	578	
Federal Agency Issues - Coupon												
3135G0Q89	22370	Federal National Mort. Assoc.		05/01/2020	15,000,000.00	15,020,550.00	15,002,931.98	1.375	0.197	0.200	6	10/07/2021
3133EJT74	22290	Federal Farm Credit Bank		11/15/2018	13,000,000.00	13,077,740.00	12,999,488.91	3.050	3.042	3.084	45	11/15/2021
313378CR0	22363	Federal Home Loan Bank		04/06/2020	13,000,000.00	13,148,460.00	13,111,371.28	2.250	0.311	0.315	161	03/11/2022
3133ELAE4	22349	Federal Farm Credit Bank		12/06/2019	17,000,000.00	17,257,210.00	17,000,000.00	1.625	1.603	1.625	325	08/22/2022
3133EFUJ4	22365	Federal Farm Credit Bank		04/09/2020	13,000,000.00	13,350,090.00	13,243,657.14	2.150	0.620	0.628	454	12/29/2022
313382AX1	22359	Federal Home Loan Bank		02/18/2020	15,000,000.00	15,417,750.00	15,139,451.81	2.125	1.443	1.463	525	03/10/2023
3133ELUF9	22361	Federal Farm Credit Bank		03/23/2020	10,000,000.00	10,096,000.00	9,987,388.81	0.790	0.866	0.878	530	03/15/2023
3137EAEY1	22387	Fed.Home Loan Mtg.Corp		10/21/2020	20,000,000.00	19,951,182.33	19,951,182.33	0.125	0.242	0.245	745	10/16/2023
3134GW6E1	22389	Fed.Home Loan Mtg.Corp		11/02/2020	18,000,000.00	17,998,380.00	18,000,000.00	0.320	0.316	0.320	762	11/02/2023
3137EAEZ8	22392	Fed.Home Loan Mtg.Corp		11/05/2020	10,000,000.00	9,998,100.00	9,996,857.08	0.250	0.261	0.265	766	11/06/2023
3133EMNG3	22401	Federal Farm Credit Bank		02/03/2021	18,000,000.00	17,956,260.00	18,010,625.74	0.230	0.201	0.204	840	01/19/2024
3133EMNF5	22399	Federal Farm Credit Bank		01/27/2021	20,000,000.00	19,895,400.00	20,033,662.75	0.375	0.319	0.323	1,202	01/15/2025
3137EAEX3	22398	Fed.Home Loan Mtg.Corp		12/22/2020	15,000,000.00	14,824,950.00	14,959,827.00	0.375	0.437	0.443	1,453	09/23/2025
Subtotal and Average			197,464,056.45		197,000,000.00	197,992,072.33	197,436,444.83		0.720	0.730	632	
Medium Term Notes												
478160CD4	22309	Johnson & Johnson Corp		02/15/2019	15,000,000.00	15,140,250.00	14,975,434.97	2.250	2.620	2.656	153	03/03/2022
89236TGZ2	22419	Toyota Motor Credit Corp		06/30/2021	10,000,000.00	10,082,961.11	10,075,949.33	1.150	0.150	0.152	237	05/26/2022
037833BU3	22323	Apple Inc		06/03/2019	15,000,000.00	15,522,300.00	15,062,656.34	2.850	2.499	2.534	510	02/23/2023
58933YAY1	22425	Merck & Co Inc		09/24/2021	5,000,000.00	4,970,867.64	4,970,867.64	0.750	0.888	0.900	1,607	02/24/2026
Subtotal and Average			41,277,378.00		45,000,000.00	45,716,378.75	45,084,908.28		1.836	1.862	451	

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County of Santa Cruz
Portfolio Management
Portfolio Details - Cash
September 30, 2021

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity
Average Balance			0.00								0
Total Cash and Investments			823,639,513.62		835,279,191.29	840,963,655.77	839,339,470.16		0.473	0.479	479

**Quarterly Reports
Activity Report
Sorted By Issuer
July 1, 2021 - September 30, 2021**

CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Par Value		Ending Balance
				Beginning Balance			Purchases or Deposits	Redemptions or Withdrawals	
Issuer: Apple Inc									
Medium Term Notes									
									</

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: CAMP									
Money Market Mutual Funds 02									
SYS011119	22302	CAMP			0.050		320,902,842.96	258,902,842.96	
		Subtotal and Balance		20,000,000.00			320,902,842.96	258,902,842.96	82,000,000.00
		Issuer Subtotal	9.817%	20,000,000.00			320,902,842.96	258,902,842.96	82,000,000.00
Issuer: State of California									
Municipal Bonds									
		Subtotal and Balance		12,000,000.00					12,000,000.00
		Issuer Subtotal	1.437%	12,000,000.00			0.00	0.00	12,000,000.00
Issuer: Calif Health Fac Fin & Auth									
Municipal Bonds									
		Subtotal and Balance		6,500,000.00					6,500,000.00
		Issuer Subtotal	0.778%	6,500,000.00			0.00	0.00	6,500,000.00
Issuer: Federal Farm Credit Bank									
Federal Agency Issues - Coupon									
		Subtotal and Balance		91,000,000.00					91,000,000.00
		Issuer Subtotal	10.895%	91,000,000.00			0.00	0.00	91,000,000.00
Issuer: Federal Home Loan Bank									
Federal Agency Issues - Coupon									
3130AJTH2	22377	Federal Home Loan Bank			0.125	07/08/2021	0.00	15,000,000.00	
		Subtotal and Balance		43,000,000.00			0.00	15,000,000.00	28,000,000.00
		Issuer Subtotal	3.352%	43,000,000.00			0.00	15,000,000.00	28,000,000.00
Issuer: Fed.Home Loan Mtg.Corp									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: Fed.Home Loan Mtg.Corp									
Federal Agency Issues - Coupon									
Subtotal and Balance				63,000,000.00					63,000,000.00
Issuer Subtotal				63,000,000.00			0.00	0.00	63,000,000.00
Issuer: Federal National Mort. Assoc.									
Federal Agency Issues - Coupon									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: HAWAII ST									
Municipal Bonds									
419792YR1	22421	HAWAII ST			0.893	08/20/2021	10,000,000.00	0.00	
Subtotal and Balance				0.00			10,000,000.00	0.00	10,000,000.00
Issuer Subtotal				0.00			10,000,000.00	0.00	10,000,000.00
Issuer: Inter-American Devel Bank									
Supranationals									
Subtotal and Balance				24,000,000.00					24,000,000.00
Issuer Subtotal				24,000,000.00			0.00	0.00	24,000,000.00
Issuer: Int Bank of Recon & Developmen									
Supranationals									
459058GH0	22352	Int Bank of Recon & Developmen			2.750	07/23/2021	0.00	20,000,000.00	
459058JB0	22420	Int Bank of Recon & Developmen			0.625	07/15/2021	15,000,000.00	0.00	
Subtotal and Balance				56,000,000.00			15,000,000.00	20,000,000.00	51,000,000.00
Issuer Subtotal				56,000,000.00			15,000,000.00	20,000,000.00	51,000,000.00
Issuer: International Fin Corp									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: International Fin Corp									
Supranationals									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: Johnson & Johnson Corp									
Medium Term Notes									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: LAIF (General Fund)									
Local Agency Investment Fund (LAIF)									
SYS6501	6501	LAIF (General Fund)			0.220		45,044,185.75	45,060,886.67	
Subtotal and Balance				75,060,886.67			45,044,185.75	45,060,886.67	75,044,185.75
Issuer Subtotal				75,060,886.67			45,044,185.75	45,060,886.67	75,044,185.75
Issuer: Merck & Co Inc									
Medium Term Notes									
58933YAY1	22425	Merck & Co Inc			0.750	09/24/2021	5,000,000.00	0.00	
Subtotal and Balance				0.00			5,000,000.00	0.00	5,000,000.00
Issuer Subtotal				0.00			5,000,000.00	0.00	5,000,000.00
Issuer: Microsoft Corp									
Medium Term Notes									
594918BP8	22304	Microsoft Corp			1.550	07/08/2021	0.00	10,000,000.00	
Subtotal and Balance				10,000,000.00			0.00	10,000,000.00	0.00
Issuer Subtotal				10,000,000.00			0.00	10,000,000.00	0.00
Issuer: MUFG Union Bank NA CD									

County of Santa Cruz
Portfolio Management
Portfolio Details - Cash
September 30, 2021

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity
Average Balance			0.00								0
Total Cash and Investments			823,639,513.62		835,279,191.29	840,963,655.77	839,339,470.16		0.473	0.479	479

SECURITIES ACTIVITY BY BROKER

A Report on the

Investment Transactions by Broker-Dealer
For the Period Indicated

**Quarterly Reports
Activity Report
Sorted By Issuer
July 1, 2021 - September 30, 2021**

CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Par Value		Ending Balance
				Beginning Balance			Purchases or Deposits	Redemptions or Withdrawals	
Issuer: Apple Inc									
Medium Term Notes									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: CAMP									
Money Market Mutual Funds 02									
SYS011119	22302	CAMP			0.050		320,902,842.96	258,902,842.96	
		Subtotal and Balance		20,000,000.00			320,902,842.96	258,902,842.96	82,000,000.00
		Issuer Subtotal	9.817%	20,000,000.00			320,902,842.96	258,902,842.96	82,000,000.00
Issuer: State of California									
Municipal Bonds									
		Subtotal and Balance		12,000,000.00					12,000,000.00
		Issuer Subtotal	1.437%	12,000,000.00			0.00	0.00	12,000,000.00
Issuer: Calif Health Fac Fin & Auth									
Municipal Bonds									
		Subtotal and Balance		6,500,000.00					6,500,000.00
		Issuer Subtotal	0.778%	6,500,000.00			0.00	0.00	6,500,000.00
Issuer: Federal Farm Credit Bank									
Federal Agency Issues - Coupon									
		Subtotal and Balance		91,000,000.00					91,000,000.00
		Issuer Subtotal	10.895%	91,000,000.00			0.00	0.00	91,000,000.00
Issuer: Federal Home Loan Bank									
Federal Agency Issues - Coupon									
3130AJTH2	22377	Federal Home Loan Bank			0.125	07/08/2021	0.00	15,000,000.00	
		Subtotal and Balance		43,000,000.00			0.00	15,000,000.00	28,000,000.00
		Issuer Subtotal	3.352%	43,000,000.00			0.00	15,000,000.00	28,000,000.00
Issuer: Fed.Home Loan Mtg.Corp									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: Fed.Home Loan Mtg.Corp									
Federal Agency Issues - Coupon									
Subtotal and Balance				63,000,000.00					63,000,000.00
Issuer Subtotal				63,000,000.00			0.00	0.00	63,000,000.00
Issuer: Federal National Mort. Assoc.									
Federal Agency Issues - Coupon									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: HAWAII ST									
Municipal Bonds									
419792YR1	22421	HAWAII ST			0.893	08/20/2021	10,000,000.00	0.00	
Subtotal and Balance				0.00			10,000,000.00	0.00	10,000,000.00
Issuer Subtotal				0.00			10,000,000.00	0.00	10,000,000.00
Issuer: Inter-American Devel Bank									
Supranationals									
Subtotal and Balance				24,000,000.00					24,000,000.00
Issuer Subtotal				24,000,000.00			0.00	0.00	24,000,000.00
Issuer: Int Bank of Recon & Developmen									
Supranationals									
459058GH0	22352	Int Bank of Recon & Developmen			2.750	07/23/2021	0.00	20,000,000.00	
459058JB0	22420	Int Bank of Recon & Developmen			0.625	07/15/2021	15,000,000.00	0.00	
Subtotal and Balance				56,000,000.00			15,000,000.00	20,000,000.00	51,000,000.00
Issuer Subtotal				56,000,000.00			15,000,000.00	20,000,000.00	51,000,000.00
Issuer: International Fin Corp									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Issuer: International Fin Corp									
Supranationals									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: Johnson & Johnson Corp									
Medium Term Notes									
Subtotal and Balance				15,000,000.00					15,000,000.00
Issuer Subtotal				15,000,000.00			0.00	0.00	15,000,000.00
Issuer: LAIF (General Fund)									
Local Agency Investment Fund (LAIF)									
SYS6501	6501	LAIF (General Fund)			0.220		45,044,185.75	45,060,886.67	
Subtotal and Balance				75,060,886.67			45,044,185.75	45,060,886.67	75,044,185.75
Issuer Subtotal				75,060,886.67			45,044,185.75	45,060,886.67	75,044,185.75
Issuer: Merck & Co Inc									
Medium Term Notes									
58933YAY1	22425	Merck & Co Inc			0.750	09/24/2021	5,000,000.00	0.00	
Subtotal and Balance				0.00			5,000,000.00	0.00	5,000,000.00
Issuer Subtotal				0.00			5,000,000.00	0.00	5,000,000.00
Issuer: Microsoft Corp									
Medium Term Notes									
594918BP8	22304	Microsoft Corp			1.550	07/08/2021	0.00	10,000,000.00	
Subtotal and Balance				10,000,000.00			0.00	10,000,000.00	0.00
Issuer Subtotal				10,000,000.00			0.00	10,000,000.00	0.00
Issuer: MUFG Union Bank NA CD									

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Par Value			
				Beginning Balance			Purchases or Deposits	Redemptions or Withdrawals	Ending Balance	
Issuer: MUFG Union Bank NA CD										
Negotiable CDs										
62478U6B7	22380	MUFG Union Bank NA CD			0.200	07/28/2021	0.00	20,000,000.00		
		Subtotal and Balance		20,000,000.00			0.00	20,000,000.00		0.00
		Issuer Subtotal	0.000%	20,000,000.00			0.00	20,000,000.00		0.00
Issuer: Rabobank N.Y.										
Negotiable CDs										
		Subtotal and Balance		25,000,000.00						25,000,000.00
		Issuer Subtotal	2.993%	25,000,000.00			0.00	0.00		25,000,000.00
Issuer: Royal Bank Canada Capital Mrkt										
Negotiable CDs										
78012UT70	22424	Royal Bank Canada Capital Mrkt			0.150	09/14/2021	25,000,000.00	0.00		
		Subtotal and Balance		0.00			25,000,000.00	0.00		25,000,000.00
		Issuer Subtotal	2.993%	0.00			25,000,000.00	0.00		25,000,000.00
Issuer: Royal Bank of Canada										
Negotiable CDs										
78012UF83	22405	Royal Bank of Canada			0.130	08/18/2021	0.00	25,000,000.00		
		Subtotal and Balance		25,000,000.00			0.00	25,000,000.00		0.00
		Issuer Subtotal	0.000%	25,000,000.00			0.00	25,000,000.00		0.00
Issuer: Swedbank NY										
Negotiable CDs										
		Subtotal and Balance		25,000,000.00						25,000,000.00
		Issuer Subtotal	2.993%	25,000,000.00			0.00	0.00		25,000,000.00
Issuer: US Treasury N/B										

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Par Value		Ending Balance
				Beginning Balance			Purchases or Deposits	Redemptions or Withdrawals	
Issuer: US Treasury N/B									
U.S. Treasury Notes/ Bonds									
9128282F6	22382	US Treasury N/B			1.125	08/31/2021	0.00	20,000,000.00	
912828F21	22383	US Treasury N/B			2.125	09/30/2021	0.00	20,000,000.00	
912828S76	22384	US Treasury N/B			1.125	07/31/2021	0.00	20,000,000.00	
9128285A4	22386	US Treasury N/B			2.750	09/15/2021	0.00	20,000,000.00	
Subtotal and Balance				172,000,000.00			0.00	80,000,000.00	92,000,000.00
Issuer Subtotal				11.014%	172,000,000.00		0.00	80,000,000.00	92,000,000.00
Issuer: Toronto Dominion Bank									
Negotiable CDs									
89114WFG5	22422	Toronto Dominion Bank			0.160	09/02/2021	25,000,000.00	0.00	
Subtotal and Balance				0.00			25,000,000.00	0.00	25,000,000.00
Issuer Subtotal				2.993%	0.00		25,000,000.00	0.00	25,000,000.00
Issuer: Toyota Motor Credit Corp									
Medium Term Notes									
Subtotal and Balance				10,000,000.00					10,000,000.00
Issuer Subtotal				1.197%	10,000,000.00		0.00	0.00	10,000,000.00
Issuer: Union Bank									
Union Bank Activity - Dividend									
SYS21111	21111	Union Bank			0.010		0.88	0.88	
Subtotal and Balance				0.00			0.88	0.88	0.00
Issuer Subtotal				0.000%	0.00		0.88	0.88	0.00
Issuer: University of Calif									
Municipal Bonds									
Subtotal and Balance				11,600,000.00					11,600,000.00
Issuer Subtotal				1.389%	11,600,000.00		0.00	0.00	11,600,000.00

Quarterly Reports
Activity Report
July 1, 2021 - September 30, 2021

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Purchases or Deposits	Par Value	Ending Balance
				Beginning Balance				Redemptions or Withdrawals	
Issuer: US Bank MMMF									
Money Market Mutual Funds 02									
157 519 832 743	22283	US Bank MMMF			0.005		1.25	0.00	
		Subtotal and Balance		100,004.29			1.25	0.00	100,005.54
		Issuer Subtotal	0.012%	100,004.29			1.25	0.00	100,005.54
Issuer: US Bank									
Dividends									
SYS22423	22423	US Bank			0.010		2.54	2.54	
		Subtotal and Balance		0.00			2.54	2.54	0.00
		Issuer Subtotal	0.000%	0.00			2.54	2.54	0.00
Issuer: U.S.Trust									
U.S. Treasury Notes/ Bonds									
		Subtotal and Balance		101,000,000.00					101,000,000.00
		Issuer Subtotal	12.092%	101,000,000.00			0.00	0.00	101,000,000.00
		Total	100.000%	945,795,890.96			445,947,033.38	556,463,733.05	835,279,191.29

ACCRUED INTEREST REPORT

As of September 30, 2021

REPORT DESCRIPTION

The **Accrued Interest Report** shows the amount of interest earned, but not yet received, for each active investment within the portfolio. Within the date range, the report displays the amount of interest accrued as of the report beginning date, the amount of interest earned during the reporting period, the amount of interest recorded as received, and the ending accrued interest. What follows is a description of the report's headings.

ISSUER – Issuer is the name of the institution which issued the investment.

INVESTMENT NUMBER – The investment number is a unique number that identifies the investment position.

SECURITY TYPE – This heading is a three-character code assigned by the program to identify each type of investment.

PAR VALUE- The nominal or face value of the security.

MATURITY DATE – The maturity date is the date on when an investment will mature.

CURRENT RATE – For coupon instruments, the current rate is the coupon or interest rate at the time of purchase. For discount instruments, the current rate is the yield to maturity.

BEGINNING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report beginning date.

INTEREST EARNED – This column shows the amount of interest earned during the selected reporting period.

INTEREST RECEIVED – This column includes the amount of interest posted as received during the selected reporting period.

ENDING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report ending date.

**Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date
July 1, 2021 - September 30, 2021**

CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
U.S. Treasury Notes/ Bonds										
912828S76	22384	TRC	0.00	07/31/2021	1.125	93,853.59	0.00	18,646.41	112,500.00	0.00
9128282F6	22382	TRC	0.00	08/31/2021	1.125	75,203.80	0.00	37,296.20	112,500.00	0.00
9128285A4	22386	TRC	0.00	09/15/2021	2.750	161,413.04	0.00	113,586.96	275,000.00	0.00
912828F21	22383	TRC	0.00	09/30/2021	2.125	106,830.60	0.00	105,669.40	212,500.00	0.00
9128285F3	22385	TRC	20,000,000.00	10/15/2021	2.875	120,969.95	0.00	144,535.51	0.00	265,505.46
912828V72	22395	TRC	17,000,000.00	01/31/2022	1.875	132,959.25	0.00	80,118.20	159,375.00	53,702.45
9128287C8	22418	TRC	20,000,000.00	07/15/2022	1.750	161,464.09	0.00	87,720.69	175,000.00	74,184.78
91282CBG5	22412	TRC	17,000,000.00	01/31/2023	0.125	8,863.95	0.00	5,341.21	10,625.00	3,580.16
912828ZY9	22413	TRC	18,000,000.00	07/15/2023	0.125	10,379.83	0.00	5,639.19	11,250.00	4,769.02
91282CAF8	22408	TRC	12,000,000.00	08/15/2023	0.125	5,635.36	0.00	3,780.40	7,500.00	1,915.76
91282CAK7	22402	TRC	15,000,000.00	09/15/2023	0.125	5,502.72	0.00	4,701.01	9,375.00	828.73
91282CBE0	22411	TRC	22,000,000.00	01/15/2024	0.125	12,686.46	0.00	6,892.34	13,750.00	5,828.80
9128285Z9	22406	TRC	17,000,000.00	01/31/2024	2.500	177,279.01	0.00	106,824.25	212,500.00	71,603.26
91282CBM2	22403	TRC	20,000,000.00	02/15/2024	0.125	9,392.27	0.00	6,300.66	12,500.00	3,192.93
91282CCC3	22416	TRC	15,000,000.00	05/15/2024	0.250	4,789.40	0.00	9,375.00	0.00	14,164.40
Subtotal			193,000,000.00			1,087,223.32	0.00	736,427.43	1,324,375.00	499,275.75
Federal Agency Issues - Coupon										
3130AJTH2	22377	FAC	0.00	07/08/2021	0.125	9,010.42	0.00	364.58	9,375.00	0.00
3135GOC89	22370	FAC	15,000,000.00	10/07/2021	1.375	48,125.00	0.00	51,562.50	0.00	99,687.50
3133EJT74	22290	FAC	13,000,000.00	11/15/2021	3.050	50,663.89	0.00	99,125.00	0.00	149,788.89
313378CR0	22363	FAC	13,000,000.00	03/11/2022	2.250	89,375.00	0.00	73,125.00	146,250.00	16,250.00
3133ELAE4	22349	FAC	17,000,000.00	08/22/2022	1.625	98,989.58	0.00	69,062.50	138,125.00	29,927.08
3133EFUJ4	22365	FAC	13,000,000.00	12/29/2022	2.150	1,552.78	0.00	69,875.00	0.00	71,427.78
313382AX1	22359	FAC	15,000,000.00	03/10/2023	2.125	98,281.25	0.00	79,687.50	159,375.00	18,593.75
3133ELUF9	22361	FAC	10,000,000.00	03/15/2023	0.790	23,261.11	0.00	19,750.00	39,500.00	3,511.11
3137EAEY1	22387	FAC	20,000,000.00	10/16/2023	0.125	5,208.33	0.00	6,250.00	0.00	11,458.33
3134GW6E1	22389	FAC	18,000,000.00	11/02/2023	0.320	9,440.00	0.00	14,400.00	0.00	23,840.00
3137EAEZ8	22392	FAC	10,000,000.00	11/06/2023	0.250	3,819.44	0.00	6,250.00	0.00	10,069.44
3133EMNG3	22401	FAC	18,000,000.00	01/19/2024	0.230	18,630.00	0.00	10,350.00	20,700.00	8,280.00
3133EMNF5	22399	FAC	20,000,000.00	01/15/2025	0.375	34,583.33	0.00	18,750.00	37,500.00	15,833.33
3137EAEX3	22398	FAC	15,000,000.00	09/23/2025	0.375	15,312.50	0.00	14,062.50	28,125.00	1,250.00
Subtotal			197,000,000.00			506,252.63	0.00	532,614.58	578,950.00	459,917.21

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase interest.

Data Updated: SET_QE: 10/19/2021 07:50

Run Date: 10/19/2021 - 07:51

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Medium Term Notes										
594918BP8	22304	MTN	0.00	08/08/2021	1.550	61,569.44	0.00	3,013.89	64,583.33	0.00
478160CD4	22309	MTN	15,000,000.00	03/03/2022	2.250	110,625.00	0.00	84,375.00	168,750.00	26,250.00
89236TGZ2	22419	MTN	10,000,000.00	05/26/2022	1.150	11,180.56	0.00	28,750.00	0.00	39,930.56
037833BU3	22323	MTN	15,000,000.00	02/23/2023	2.850	152,000.00	0.00	106,875.00	213,750.00	45,125.00
58933YAY1	22425	MTN	5,000,000.00	02/24/2026	0.750	0.00	3,125.00	729.17	0.00	3,854.17
		Subtotal	45,000,000.00			335,375.00	3,125.00	223,743.06	447,083.33	115,159.73
Negotiable CDs										
62478U6B7	22380	NCB	0.00	07/28/2021	0.200	33,444.44	0.00	3,000.00	36,444.44	0.00
78012UF83	22405	NCB	0.00	08/18/2021	0.130	12,006.95	0.00	4,333.33	16,340.28	0.00
21684XMM5	22400	NCB	25,000,000.00	10/20/2021	0.160	16,555.56	0.00	10,222.22	0.00	26,777.78
87019VW60	22415	NCB	25,000,000.00	11/10/2021	0.130	4,513.89	0.00	8,305.56	0.00	12,819.45
89114WFG5	22422	NCB	25,000,000.00	05/03/2022	0.160	0.00	0.00	3,222.22	0.00	3,222.22
78012UT70	22424	NCB	25,000,000.00	06/01/2022	0.150	0.00	0.00	1,770.83	0.00	1,770.83
		Subtotal	100,000,000.00			66,520.84	0.00	30,854.16	52,784.72	44,590.28
Municipal Bonds										
13063DLY2	22316	MUN	12,000,000.00	04/01/2022	2.350	70,500.00	0.00	70,500.00	0.00	141,000.00
91412G2U8	22339	MUN	3,000,000.00	05/15/2023	2.519	9,656.17	0.00	18,892.50	0.00	28,548.67
13032UXK9	22391	MUN	6,500,000.00	06/01/2023	0.553	2,995.42	0.00	8,986.25	0.00	11,981.67
127109PZ3	22336	MUN	3,035,000.00	08/01/2023	1.964	24,836.42	0.00	14,901.85	29,803.70	9,934.57
91412GU94	22410	MUN	8,600,000.00	07/01/2025	3.063	131,709.00	0.00	65,854.50	131,709.00	65,854.50
419792YR1	22421	MUN	10,000,000.00	08/01/2026	0.893	0.00	4,713.06	10,170.27	0.00	14,883.33
		Subtotal	43,135,000.00			239,697.01	4,713.06	189,305.37	161,512.70	272,202.74
Santa Cruz County Auditor Loan										
SYS7010	7010	MC9	0.00	07/31/2021	0.250	86.81	0.00	0.00	86.81	0.00
		Subtotal	0.00			86.81	0.00	0.00	86.81	0.00
Local Agency Investment Fund (LAIF)										
SYS6501	6501	LA1	75,044,185.75		0.220	60,886.67	0.00	44,185.75	60,886.67	44,185.75
		Subtotal	75,044,185.75			60,886.67	0.00	44,185.75	60,886.67	44,185.75
Union Bank Activity - Dividend										
SYS21111	21111	PA3	0.00		0.010	0.04	0.00	0.84	0.88	0.00
		Subtotal	0.00			0.04	0.00	0.84	0.88	0.00
Dividends										

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase interest.

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Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

Page 3

CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Dividends										
SYS22423	22423	PA4	0.00		0.010	0.00	0.00	7.79	1.72	6.07
		Subtotal	0.00			0.00	0.00	7.79	1.72	6.07
Supranationals										
459058GH0	22352	MC6	0.00	07/23/2021	2.750	241,388.89	0.00	33,611.11	275,000.00	0.00
4581X0DA3	22390	MC6	10,000,000.00	01/18/2023	2.500	113,194.44	0.00	62,500.00	125,000.00	50,694.44
45950KCP3	22375	MC6	15,000,000.00	07/31/2023	2.875	180,735.42	0.00	107,812.50	215,700.00	72,847.92
459058JM6	22394	MC6	18,000,000.00	11/24/2023	0.250	4,625.00	0.00	11,250.00	0.00	15,875.00
4581X0CF3	22407	MC6	14,000,000.00	02/21/2024	3.000	151,666.67	0.00	105,000.00	210,000.00	46,666.67
459058JB0	22420	MC6	15,000,000.00	04/22/2025	0.625	0.00	21,614.58	19,791.67	0.00	41,406.25
459058JL8	22404	MC6	18,000,000.00	10/28/2025	0.500	15,750.00	0.00	22,500.00	0.00	38,250.00
		Subtotal	90,000,000.00			707,360.42	21,614.58	362,465.28	825,700.00	265,740.28
Money Market Mutual Funds 02										
SYS011119	22302	RRP	82,000,000.00		0.050	1,086.52	0.00	4,829.39	3,929.48	1,986.43
157 519 832 743	22283	RRP	100,005.54		0.010	0.41	0.00	1.25	1.25	0.41
		Subtotal	82,100,005.54			1,086.93	0.00	4,830.64	3,930.73	1,986.84
		Total	825,279,191.29			3,004,489.67	29,452.64	2,124,434.90	3,455,312.56	1,703,064.65

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase interest.

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DESCRIPTION OF INVESTMENT INSTRUMENTS

The investment activities of County Treasurers are restricted by state law to a select group of government securities and prime money market instruments. To reduce the risk inherent in any one instrument, state law further limits the percentage of the county's portfolio that can be invested in any one type of security.

The types of securities available to the County Treasurer can be divided into three main categories: 1) U.S. Treasury bills, notes and bonds. They are guaranteed by the U.S. Government and are considered to have no credit risk. They also typically have the lowest yield of the securities available for investing. 2) Securities issued by U.S. Government Agencies and Instrumentalities. These securities consist mostly of notes and debentures of agencies and government sponsored corporations. They are not guaranteed by the U.S. government and therefore have some credit risk. Their yield is typically higher than U.S. Treasury securities. 3) Prime money market securities. These consist of securities such as bankers' acceptances, certificates of deposit, commercial paper and municipal bonds. The yield is typically higher than the other types of securities in which the county invests but the risk is also higher. Through diversification and purchasing only highly rated paper, the credit risk is kept to an acceptable minimum. Each of the securities in these three categories is subject to market risk if sold prior to maturity.

What follows is a brief description of the different securities used by the County Treasurer:

U.S. Treasury Notes and Bonds are long term obligations of the U.S. government, which bear coupons. Interest is payable every six months at a rate of one-half the annual coupon. Treasury bonds and notes trading is conducted by the same securities dealers who trade T bills. In the secondary market, prices are quoted in thirty-seconds of 1 percent. Except for their maturities, notes and bonds are identical regardless of their label. Notes are issued for original maturities of one to 10 years. Bonds are issued with original maturities of more than 10 years.

U.S. Treasury Bills are unusual instruments because they bear no specific interest rate. Rather, they are issued originally at a discount from its ultimate maturity (par) value. Because T Bills are issued and traded at a discount, investors receive their returns at maturity or on subsequent resale, which ordinarily will be at prices higher than the original discount.

Federal Farm Credit Bank (FFCB) Discount Notes. FFCB is an instrumentality of the U.S. Government. The notes are the consolidated obligations of the 37 Farm Credit Banks issued on a discount basis with maturities of one year or less. Although not as risk free as Treasury notes, most experts believe the U.S. government has a moral commitment to the farm credit system.

Federal Farm Credit Bank (FFCB) debentures are consolidated obligations of the 37 Farm Credit Banks issued with a fixed coupon rate with maturities ranging from 6 months to 20 years. A debenture is a bond secured only by the general credit of the issuer.

Federal Home Loan Bank (FHLB) Discount notes are consolidated obligations of 12 District banks issued with a fixed coupon rate with maturities ranging from one to ten years. Although the FHLB operates under federal charter with government supervision, the securities are not guaranteed by the U.S. government. However, the banks are required to maintain a considerable reserve pledged against the outstanding debt. They are therefore considered relatively risk free.

Federal National Mortgage Association (Fannie Mae) Discount notes are consolidations of government chartered private corporations issued on a discount basis with maturities under one year. They are guaranteed by the corporations, but not by the U.S. government. Many investors consider the securities a moral obligation of the U.S. government and believe Congress would intervene before allowing default.

Federal National Mortgage Association (Fannie Mae) debentures are obligations issued by the Association with a fixed coupon rate and various maturities. A debenture is a bond secured only by the general credit of the issuer.

Local Agency Investment Fund (LAIF) is the state sponsored investment fund. LAIF is an excellent cash management tool to help meet most of the unexpected cash demands. Currently the state limits the county's investment in this pool to \$65,000,000.

Federal Home Loan Mortgage Corporation (Freddie Mac) Participation Notes are issues of the Federal Home Loan Mortgage Corporation representing undivided interests in conventional mortgages underwritten and previously purchased by it. The corporation guarantees the timely payment of interest at the certificate rate and full return of principal. Participation Certificates have original final payment dates of 30 years.

Government National Mortgage Association (Ginnie Mae) Pass Through are issues of the wholly owned government corporation within the Department of Housing and Urban Development. Principal and interest payment collected on mortgages in specified pools are passed through to holders of GNMA Guaranteed certificates after deduction of servicing and guaranty fees. GNMA's have original stated maturities of 12 to 40 years. For Santa Cruz County, these are used only as collateral for overnight repurchase agreements.

Municipal Securities (Notes and Bonds) Debt securities issued by state and local governments and their agencies are referred to as municipal securities. Such securities can be divided into two broad categories: bonds issued to finance capital projects and short term notes sold in anticipation of the receipt of other funds, such as taxes or proceeds from a bond issue.

Banker's Acceptances. Briefly stated, the function of the bankers' acceptance is as follows: A borrower may, under certain circumstances, obtain short-term credit by arranging for his bank to accept a time draft upon it. The bank stamps its official accepted across the face of the draft and converts it into a bankers' acceptance. The instrument, now being a bank obligation, may be sold to an acceptance dealer who, in turn, may sell it to an investor. Most BAs arise out of transactions involving the trade of manufactured goods or commodities. Maturities range from one to 180 days.

Commercial Paper is a short-term promissory note issued by a company to finance current transactions. All commercial paper is negotiable, but most commercial paper sold to investors is held to maturity. Commercial paper is issued not only by industrial and manufacturing firms but also by finance companies. Notes are sold on a discount or interest-bearing basis with maturities not exceeding 270 days.

Medium Term Notes are obligations that have maturities of less than 5 years and are issued by corporations or depositories organized and operating in the U.S.

Negotiable Certificate of Deposit (NCD). It is a receipt for deposit of a stated sum in the bank on a given date, together with a promise to redeem this sum plus interest at the indicated rate on a designated date. The instrument is negotiable because it is payable either to bearer or to the order of the depositor.

Repurchase Agreements (RP or Repos). A holder of securities sells securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. Repurchase agreements are usually for short periods of time (one to five days), when large sums are received that will be needed in the next day or two. As a result, they are often called overnight repos. From the point of view of investors, overnight repos offer several attractive features. First, by rolling overnight repos, investors can keep surplus funds invested without losing liquidity or incurring a price risk. Second, because repo transactions are secured by top quality paper, investors expose themselves to little or no risk.

Guaranteed Investment Contract (GIC). This is a fixed income agreement offered by insurance companies. GICs offer to pay a specific interest rate over a period of time. Some GICs are eligible for early redemption, with or without penalty, which eliminates market risk if interest rates rise. In Santa Cruz County it is only used for the investment of secured indebtedness and only if the note documentation permits such an investment.

Money Market (Mutual) Fund. A money market mutual fund is a pooled fund that invests in a number of money market vehicles (CD's, CP, T-Bills, etc.). These funds are designed to pay the investor interest, as well as provide full liquidity. Maturities of the underlying investments are 13 months or less.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 6.0

Board Meeting Date: November 18, 2021

☐

Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Correspondence

BACKGROUND

Official correspondence received by the Board is included herein.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive correspondence.

November 1, 2021

Good morning Faris,

I am aware that Santa Cruz County school districts have been granted millions in ARP funding. I understand that the law provides a one time past expense relief Grant for the 20-21 school year under the Coronavirus Response and Relief Supplement Appropriations Act (CRRSA). And it also provides a 2-year future funding Grant for preparedness and response through June of 2023. The money comes with strings attached - by accepting the grant money our school districts are under the CDC Crisis Response Cooperative Agreement. Parents are learning all about this agreement, the goal of the funds, the terms and conditions and the implications for our children.

The clear wording of the agreements states that the funding is intended to establish, expand, train and sustain a national public health work force under HHS directives that includes school based health programs. By accepting the grant money the district must comply with existing and UNKNOWN FUTURE directives and guidance from the HHS Secretary. Other terms are that the District must assist the U.S. Government in the implementation and enforcement of federal orders related to quarantine and isolation. In addition the District agrees to provide the CDC copies, access to Covid -19 data collected, and future, not current directives will specify what data is included.

The implications for all of this is, of course, profound. There has been no metric given to end the testing and masking - the CDC deleted mask phase-out from Guidance. The agreement supports blending schools with medical facilities (vaccine clinics and testing etc) and an end to local control as the district must follow unknown future HHS directives and guidance. In addition, medical privacy is not being protected as which data to be collected will only be specified in the future, which does not allow for consent. And of course parent's rights are being disregarded, as parents and not the CDC or the Board have the primary responsibility for making health care decisions for their children.

Section 2001 (i)(2) of the ARP Act REQUIRES that LEA's must seek public comments and must take public comments into account in all plans for safer return to in person instruction. Further, during the period of the grant it is REQUIRED that local education agencies review its plans every 6 months and SEEK PUBLIC INPUT IN DETERMINING WHETHER AND WHAT REVISIONS ARE NECESSARY. The requirement does not mandate that an LEA adopt the CDC guidance but only requires that the LEA describe in it's plans THE EXTENT TO WHICH it had adopted the key prevention and mitigation strategies identified in the guidance.

Please respond in writing and in a timely manner to the following questions:

When does this agreement expire?

What are all of the current and future requirements of the District under the ARP grant?

How have the funds been spent or are slated to be spent?

Have benchmarks or metrics to end the mandates been provided?

How are children's and parent's Constitutional rights, privacy, and protection of due process secured under the CDC agreement?

Have the Board members been threatened with legal action by any organization to comply with DOH Mandates- if so, then Board Members who are under duress have a conflict of interest and should resign.

I will be mailing a hard copy of this to all Board members and I will look forward to your timely response.

Respectfully,



Karen Corsino

<https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-fund>



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.1

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Debi Bodenheimer, Associate Superintendent, Educational Services
Dr. Maria Reitano, Head of School, Pacific Collegiate School
Aliyya Hatcher, Director of Diversity, Equity, Inclusion, and Access, PCS

SUBJECT: Pacific Collegiate School Annual Report

BACKGROUND

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive presentation.



Pacific Collegiate School
Annual Report to Santa Cruz County Office of Education

November 18, 2021

Pacific Collegiate School

Annual Report to Santa Cruz County Office of Education: 2021

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Pacific Collegiate School

Annual Report to Santa Cruz County Office of Education: 2021

Vision, Mission, and Values

During the 2020-2021 school year, PCS engaged stakeholders in an iterative process over many months to co-create revised Vision, Mission, and Values statements for our school. These statements reflect our shared commitment to making high quality college preparatory education accessible to all students in our surrounding communities. The resulting Vision, Mission, and Values statements are foundational to our work and outline community standards to which we hold ourselves accountable. These statements create a framework for the goals and actions outlined in the 2021-2026 PCS Strategic Plan (see appendix).

Vision Statement:

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible changemakers.

Mission Statement:

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

Values Statements:

PCS values

Inclusion and Belonging: fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.

Relationships: creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.

Creativity: encouraging innovation, self-expression, and expansive thinking.

Learning: pursuing academic excellence, whole student development, and intellectual curiosity.

Integrity: reflecting the importance of honesty, ethics, openness and respect.

Responsibility: fostering a sense of mutual care and active engagement in our school, local, and global communities.

Accountability: demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

Introduction

Pacific Collegiate School (PCS), operating as a charter school authorized by the Santa Cruz County Office of Education (SCCOE) in 1998, first served students in the fall of 1999. Since then, PCS and the

SCCOE have enjoyed a strong and collaborative partnership in providing an alternative school of choice for students seeking a college preparatory education. PCS currently operates under a charter renewed in 2020 for a five-year term (2020-2025). In recognition of the challenges presented by the COVID-19 pandemic, Education Code Section 47607.4 extended this charter term by two years (2020-2027). This report outlines progress towards goals described in the most recent charter renewal petition, as well as agreements made in the Memorandum of Understanding between PCS and the SCCOE on February 15, 2020.

Executive Summary

Pacific Collegiate School continues to maintain a very strong track record of preparing all students to enter and thrive in the world's finest colleges and universities. PCS students consistently perform at high levels, as measured by CAASPP, SAT, AP, and ACT scores. Our graduates fulfill all CSU/UC a-g requirements and emerge from our school prepared to thrive in college and beyond.

This record of excellence and achievement has garnered many accolades over the years. Most recently, PCS was recognized by the California Department of Education (CDE) as a 2021 California Distinguished School. U.S. News and World Report also honored PCS last year, naming our school the #1 High School in the Greater Santa Cruz Area, #10 High School in California, #22 Charter High School in the Nation, and the #95 High School in the Nation.

Despite this recognition, we know that our school has work to do in order to realize our vision and mission. PCS strongly values a student, faculty, staff, and Board population that reflects the diversity of Santa Cruz County in all respects, including but not limited to demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and ability levels. PCS deeply recognizes that creating a diverse school community benefits all stakeholders. It is our obligation as a public school to provide equitable access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, there is a robust amount of research underscoring the positive contributions of diverse school communities to student learning, including critical thinking, communications, and problem solving.

Looking back over the first two decades of PCS history, we credit much of our school's success to a singular focus on creating a rigorous academic environment, rich in opportunities for students to explore complex ideas, engage with challenging curriculum, and express themselves through a robust art and music program. However, to date, this academic excellence has been achieved without the adequate inclusion of students from the surrounding communities that have been historically marginalized in Santa Cruz County. PCS drafted the 2020-2025 Diversity Status Report and Action Plan (see appendix) to guide work in DEIA for the current charter term. In that plan, PCS committed to goals including:

- Goal A: Recruit more diverse student population
- Goal B: Build mechanisms of student support
- Goal C: Recruit diverse school leadership
- Goal D: Build an inclusive and supportive school culture
- Goal E: Refine data collection and assessment

In our school wide Strategic Plan for 2021-2026 (see appendix), we have expanded on these goals to make sure that DEIA work is folded into all parts of PCS planning and action. In collaboration with community stakeholders at all levels, PCS created a 5 year strategic plan that will create a school environment in which all members can thrive, regardless of the identities they hold. Our plan includes 5 main focal points that will guide our work:

- Excellence for All
- School Climate and Culture
- Faculty and Staff Recruitment, Retention, and Development
- Family and Community Engagement
- Financial Sustainability

COVID-19 Response

In response to public health concerns, PCS made the shift to distance learning in March, 2020. We surveyed families and distributed Chromebooks and Wi-Fi hotspots to all students who needed them to ensure that every student had equitable access to the technology needed to engage in distance learning. We held training and completed tech checks with all PCS students to confirm each student's readiness for synchronous online classes. We allowed students to retain devices over the summer to complete summer assignments and distributed additional technology for new students in preparation for the start of the 2020-2021 school year.

A multi-stakeholder PCS Reopening Task Force collaborated for months to prepare contingency health, safety, and instructional plans in alignment with state and local guidance. As it became clear that health conditions in Santa Cruz County would require that PCS begin the school year in distance learning mode, PCS engaged students and parents in additional distance learning orientations, tech checks, and training to prepare for the 2020-2021 school year.

Thanks to careful planning and preparation, PCS was able to provide substantive synchronous and asynchronous instruction to all students last school year. The bell schedule during distance learning provided all PCS students with at least 915 minutes of synchronous instruction, 150 minutes of tutorial support, and 125 minutes of asynchronous learning per week.

Student attendance in synchronous classes during the 2020-21 was consistently over 97%, and completion of asynchronous learning assignments was also high, reflecting significant student engagement. This level of engagement continued during hybrid instruction in the Spring of 2021, when PCS was able to re-open for in-person instruction with reduced capacity. 83% of our students participated in hybrid instruction (with 50% of those students attending in-person classes in stable groups each day), while 17% of our students elected to remain in remote learning mode.

PCS has been pleased to reopen with in-person learning for all students for the 2021-2022 academic year, with COVID-19 mitigation strategies in place to ensure safety for all students, staff, families, and visitors. We appreciate the support of the Santa Cruz COE in arranging COVID-19 testing and vaccination clinics, as well as hosting community learning events and other critical work in support all Santa Cruz County public schools.

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP is traditionally taken by students at PCS in grades 7, 8, and 11. Pacific Collegiate students perform very well on these assessments, including those in all significant subgroups.

In response to the coronavirus pandemic, the California Department of Education determined that CAASPP testing would not take place in 2020; therefore, the following represents 2019 CAASPP data. In 2021, the California Department of Education offered an on-line version of CAASPP testing. In April 2021, PCS attempted to utilize the system to test students at home. Unfortunately, approximately

25% of students could not log into the system during the practice tests, and we were unable to resolve the issues in time for the testing window. Utilizing state guidelines for alternative testing, PCS adopted the i-Ready Reading and Math tests in lieu of CAASPP for 2021.

iReady Results

Following state guidelines, PCS used the i-Ready test as an alternative assessment for 7th, 8th and 11th grade students in the Spring of 2021 in lieu of CAASPP testing.

i-Ready ELA and Math Results - 2021								
	7th		8th		11th		Overall	
	Reading	Math	ELA	Math	ELA	Math	ELA	Math
% participation	96%	95%	96%	95%	99%	92%	97%	94%
Mid or above grade level	52%	40%	68%	42%	59%	28%	60%	37%
Early on grade level	17%	34%	23%	33%	22%	34%	21%	33%
One grade level below	19%	22%	3%	18%	12%	22%	11%	21%
Two grade levels below	4%	2%	3%	3%	6%	9%	4%	5%
Three or more grade levels below	8%	1%	3%	4%	1%	8%	4%	4%

Table 1: iReady ELA and Math Results - Grades 7, 8, and 11 (2021)

7th Grade i-Ready ELA Test PCS Subgroups- 2021						
	PCS (90)	Latinx (19)	Two or More Races (12)	White (50)	Not Econ. Dis. (85)	Econ. Dis. (5)
Mid or above grade level	52%	32%	75%	56%	54%	20%
Early on grade level	17%	21%	8%	18%	16%	20%
One grade level below	19%	32%	0%	16%	19%	20%
Two grade levels below	4%	5%	17%	2%	5%	0%

Three or more grade levels below	8%	11%	0%	8%	6%	40%
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Table 2: iReady ELA results by Subgroup - Grade 7 (2021)

7th Grade i-Ready Math Test PCS Subgroups- 2021						
	PCS (89)	Latinx (19)	Two or More Races (12)	White (49)	Not Econ. Dis. (84)	Econ. Dis. (5)
Mid or above grade level	40%	32%	58%	35%	42%	20%
Early on grade level	34%	32%	25%	39%	33%	40%
One grade level below	22%	32%	17%	22%	24%	0%
Two grade levels below	2%	5%	0%	2%	1%	20%
Three or more grade levels below	1%	0%	0%	2%	0%	20%

Table 3: iReady Math results by Subgroup - Grade 7 (2021)

8th Grade i-Ready ELA Test PCS Subgroups- 2021						
	PCS (90)	Latinx (14)	Two or More Races (5)	White (62)	Not Econ. Dis. (83)	Econ. Dis. (7)
Mid or above grade level	68%	36%	60%	74%	70%	43%
Early on grade level	23%	36%	40%	19%	23%	29%
One grade level below	3%	7%	0%	3%	2%	14%
Two grade levels below	2%	0%	0%	3%	1%	14%
Three or more grade levels below	3%	21%	0%	0%	4%	0%

Table 4: iReady ELA results by Subgroup - Grade 8 (2021)

8th Grade i-Ready Math Test PCS Subgroups- 2021						
	PCS (89)	Latinx (13)	Two or More Races (5)	White (62)	Not Econ. Dis. (82)	Econ. Dis. (7)
Mid or above grade level	42%	38%	60%	42%	44%	14%
Early on grade level	33%	31%	40%	31%	32%	43%
One grade level below	18%	0%	0%	23%	17%	29%
Two grade levels below	3%	8%	0%	3%	2%	14%
Three or more grade levels below	4%	23%	0%	2%	5%	0%

Table 5: iReady Math results by Subgroup - Grade 8 (2021)

11th Grade i-Ready ELA Test PCS Subgroups- 2021						
	PCS (85)	Latinx (8)	Two or More Races (9)	White (64)	Not Econ. Dis. (82)	Econ. Dis. (3)
Mid or above grade level	59%	38%	56%	64%	59%	67%
Early on grade level	22%	38%	22%	19%	22%	33%
One grade level below	12%	25%	11%	9%	12%	0%
Two grade levels below	6%	0%	0%	8%	6%	0%
Three or more grade levels below	1%	0%	11%	0%	1%	0%

Table 6: iReady ELA results by Subgroup - Grade 11 (2021)

11th Grade i-Ready Math Test PCS Subgroups- 2021						
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	PCS (79)	Latinx (7)	Two or More Races (8)	White (60)	Not Econ. Dis. (77)	Econ. Dis. (2)
Mid or above grade level	28%	14%	25%	30%	29%	0%
Early on grade level	34%	43%	25%	33%	35%	0%
One grade level below	22%	14%	50%	20%	19%	100%
Two grade levels below	9%	29%	0%	7%	9%	0%
Three or more grade levels below	8%	0%	0%	10%	8%	0%

Table 7: iReady Math results by Subgroup - Grade 11 (2021)

Prior Year CAASPP Results

ELA and Math Results - 2019								
	7th		8th		11th		Overall	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% participation	100%	100%	98%	97%	96%	98%	98%	98%
Exceeded	42%	48%	42%	52%	66%	47%	50%	49%
Met	48%	25%	39%	23%	30%	36%	39%	28%
Nearly Met	7%	18%	13%	13%	4%	11%	8%	14%
Not Met	3%	9%	6%	13%	0%	6%	3%	9%

Table 8: 2019 English Language Arts and Math CAASPP results - Grades 7, 8, and 11

7th Grade ELA Subgroups - 2019						
	PCS (91)	Latinx (10)	Two or More Races (12)	White (63)	Not Econ. Dis. (81)	Econ. Dis. (10)
Exceeded	42%	40%	83%	35%	44%	20%
Met	48%	40%	17%	54%	46%	70%
Nearly Met	7%	10%	0%	8%	6%	10%
No Met	3%	10%	0%	3%	4%	0%

Table 9: 2019 English Language Arts CAASPP results - Grade 7 Subgroup Comparison

7th Grade Math Subgroups - 2019						
	PCS (91)	Latinx (10)	Two or More Races (12)	White (63)	Not Econ. Dis. (81)	Econ. Dis. (10)
Exceeded	48%	58%	60%	44%	53%	10%
Met	25%	25%	25%	23%	40%	55%
Nearly Met	13%	12%	10%	13%	14%	9%
Did Not Meet	6%	12%	0%	6%	5%	9%

Table 10: 2019 Math CAASPP results - Grade 7 Subgroup Comparison

8th Grade ELA Subgroups - 2019						
	PCS (89)	Latinx (17)	Two or More Races (10)	White (53)	Not Econ. Dis. (78)	Econ. Dis. (11)
Exceeded	42%	35%	60%	40%	44%	27%
Met	39%	41%	30%	42%	37%	55%
Nearly Met	13%	12%	10%	13%	14%	9%
Did Not Meet	6%	12%	0%	6%	5%	9%

Table 11: 2019 English Language Arts CAASPP results - Grade 8 Subgroup Comparison

8th Grade Math Subgroups - 2019						
	PCS (89)	Latinx (17)	Two or More Races (10)	White (53)	Not Econ. Dis. (78)	Econ. Dis. (11)
Exceeded	52%	29%	70%	58%	56%	27%
Met	23%	24%	30%	21%	23%	18%
Nearly Met	13%	12%	0%	12%	14%	55%
Did Not Meet	13%	35%	0%	10%	6%	0%

Table 12: 2019 Math CAASPP results - Grade 8 Subgroup Comparison

11th Grade ELA Subgroups - 2019						
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	PCS (82)	Latinx (13)	Two or More Races (14)	White (51)	Not Econ. Dis. (70)	Econ. Dis. (12)
Exceeded	66%	54%	64%	73%	69%	50%
Met	30%	46%	36%	36%	27%	50%
Nearly Met	4%	0%	0%	4%	4%	0%
Did Not Meet	0%	0%	0%	0%	0%	0%

Table 13: 2019 English Language Arts CAASPP results - Grade 11 Subgroup Comparison

11th Grade Math Subgroups - 2019						
	PCS (82)	Latinx (13)	Two or More Races (14)	White (51)	Not Econ. Dis. (70)	Econ. Dis. (12)
Exceeded	47%	23%	60%	49%	62%	17%
Met	36%	54%	27%	37%	34%	50%
Nearly Met	11%	15%	7%	12%	8%	25%
Did Not Meet	6%	8%	7%	2%	6%	8%

Table 14: 2019 Math CAASPP results - Grade 11 Subgroup Comparison

Cohort Analysis of CAASPP Scores for Class of 2020

An analysis of CAASPP scores of the Class of 2020 (the first class at PCS to have completed the CAASPP in grades 7, 8 and 11) reveals significant growth in student mastery of standards over time. In fact, cohort study shows that the number of students who meet or exceed standards increases significantly for each testing year during the span of students' study at PCS. This growth trend is true for all subgroups of students.

Cohort Analysis for Class of 2020 ELA - Economic Status*						
	2015 - 7th Grade		2016 - 8th Grade		2019 - 11th Grade	
	Econ. Dis. (11)	Not Econ. Dis. (71)	Econ. Dis. (12)	Not Econ Dis (69)	Econ. Dis (11)	Not Econ Dis (71)
Exceeded	18%	30%	25%	49%	55%	69%
Met	64%	49%	58%	38%	45%	27%
Nearly Met	18%	20%	17%	12%	0%	4%
Did Not Meet	0%	1%	0%	1%	0%	0%

Table 15: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison

Graduating Cohort 2020 Math Scores Over Time - Economic Status						
	2015 - 7th Grade		2016 - 8th Grade		2019 - 11th Grade	
	Econ. Dis. (11)	Not Econ. Dis. (71)	Econ Dis. (12)	Not Econ Dis (69)	Econ. Dis (11)	Not Econ Dis (71)
Exceeded	27%	39%	8%	42%	18%	52%
Met	36%	37%	67%	29%	55%	34%
Nearly Met	27%	18%	17%	22%	18%	8%
Did Not Meet	9%	6%	8%	7%	9%	6%

Table 16: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison

Graduating Cohort 2020 ELA Scores Over Time (Ethnicity)*									
	2015 - 7th Grade			2016 - 8th grade			2019 - 11th Grade		
Performance Level	Latinx (15)	2 or more races (14)	White (52)	Latinx (13)	2 or more races (13)	White (46)	Latinx (13)	2 or more races (14)	White (50)
Exceeded	27	29	29	38	54	43	54	64	74
Met	47	57	52	36	31	46	46	36	22
Nearly Met	20	14	19	23	15	11	0	0	4
Not Met	7	0	0	0	0	0	0	0	0

Table 17: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison

Graduating Cohort 2020 Math Scores Over Time (Ethnicity)*									
	2015- 7 th Grade			2016- 8 th grade			2019- 11 th Grade		
Performance Level	Latinx (15)	2 or more races (14)	White (52)	Latinx (14)	2 or more races (14)	White (52)	Latinx (13)	2 or more races (15)	White (50)
Exceeded	47	50	33	21	57	37	23	60	50
Met	20	29	44	50	29	33	54	27	38
Nearly Met	27	21	17	7	14	27	15	7	10
Not Met	7	0	6	21	0	4	8	7	2

Table 18: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison

Advanced Placement (AP)

AP courses are intended to be college level courses for high school students. Scores are given on a scale of 1-5, with scores of 3, 4, and 5 typically considered to be worthy of college credit. Students who take AP courses are not required to take AP exams, but are strongly encouraged to do so.

AP scores demonstrate that PCS students continue to excel on AP exams. Despite the fact that the College Board returned to full length exams in the 2021 school year, the overall percentage of students enrolled in AP classes who then attempted the test remains higher than in previous years. The overall scoring average was lower than in previous years, but can be explained as a result of significant disruptions to learning both because of the pandemic and because of the CZU Lightning Complex fires and resulting evacuations.

AP scores of all students who took an AP exam (2017-2021)

Test year	5	4	3	2	1	Total tests	Ave. Score	% 3,4,5	% 4,5	% tested
Overall 2017	18%	35%	28%	14%	4%	408	3.49	81%	53%	73%
Overall 2018	19%	36%	29%	14%	2%	404	3.56	84%	55%	69%
Overall 2019	19%	26%	32%	20%	3%	433	3.4	77%	45%	74%
Overall 2020	20%	29%	27%	18%	5%	615	3.4	77%	49%	88%
Overall 2021	14%	26%	33%	20%	8%	568	3.2	72%	40%	82%

Table 19: AP participation and scores for all PCS students (2017-2021)

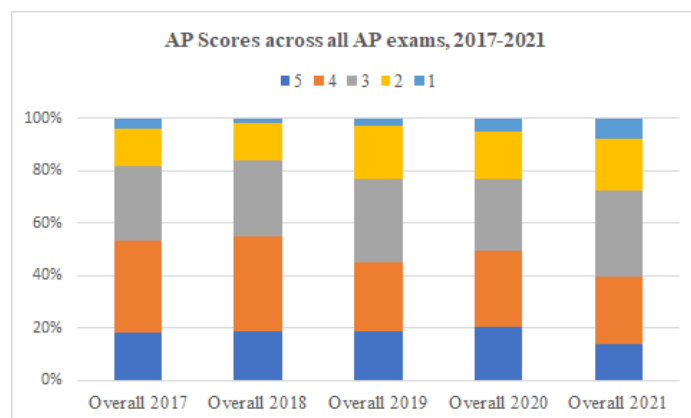


Figure 1. AP Scores for all PCS students 2017-2021

In order to graduate, PCS students must take AP World History, AP United States History, one AP English class, and at least one AP Science class. The results from these exams place PCS as one of the top performing schools in the state and the nation (see the results for 2021 in Figure below). The

majority of students who took AP courses were able to successfully pass their exams and, in most subjects, score close to or significantly better than the overall average of students taking the tests state-wide.

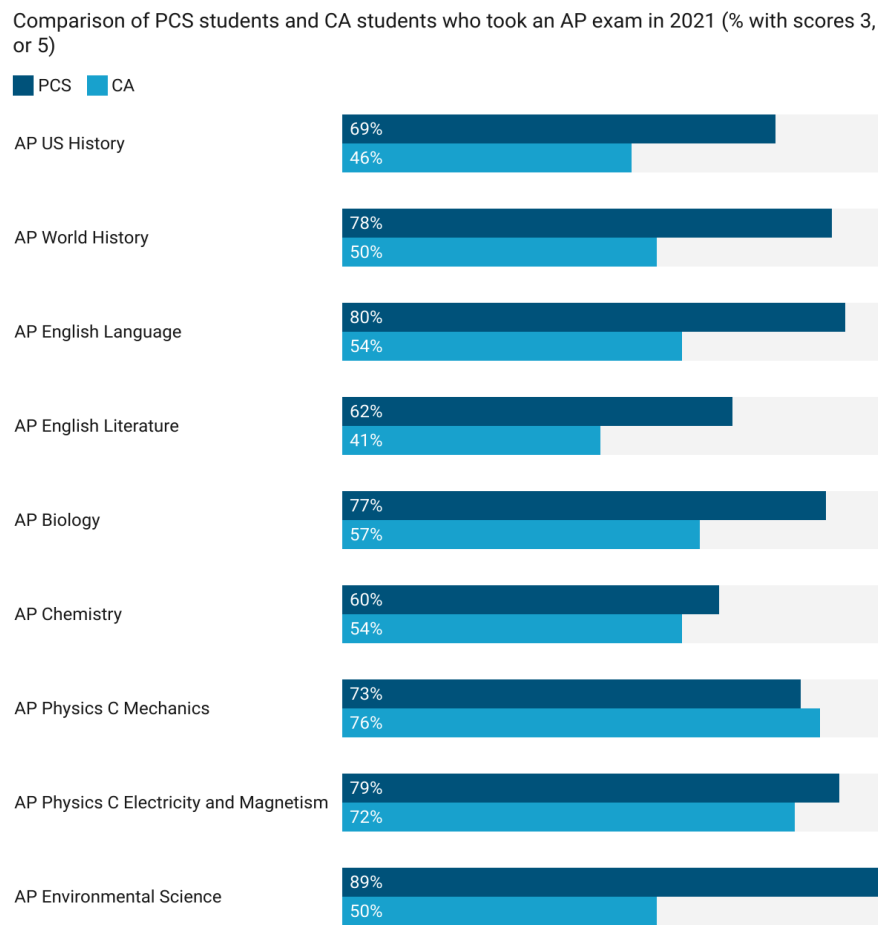


Figure 2. Percent of PCS students earning a 3,4, or 5 on AP Exam - Comparison of PCS to CA-wide performance by test subject

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is commonly used by colleges and universities as one of the metrics for admissions. Students typically take the test for the first time in the second half of their junior year, and can retake the test multiple times to earn a higher score. Scores are reported as the average of the best score earned by students on each section of the test, or by the best total score. Each section is scored on a scale of 200 to 800, with a total possible score of 2400. The format of the exam changed in 2017, so

Commented [1]: Lauren - Update to reflect 5 year longitudinal data (2017-2021); may need additional COVID related language here as well...?

Commented [2]: I don't have access to SAT score reporting, but Maiya does. @maiya.marshall@pcscharter.org

Commented [3]: Class of 2021 - ERW: 668, Math: 642, Total: 1310

we have included results from the old format as well as the new one.

Class of	Critical Reading	Math	Writing	Total
2014	647	633	643	1922
2015	649	644	643	1936
2016	639	627	646	1912
2017 (old exam)	655	627	641	1923
National Average (2017)	494	508	482	1484

Table 20: SAT data for PCS Graduating Classes 2014-2017, with comparison to National Average (2017)

PCS Class of	Evidence Based Reading and Writing	Mathematics	Total
2017 (new exam)	650	622	1272
2018	679	683	1362
2019	642	629	1272
2020	627	613	1240
2021	668	642	1310
National Average (2021)	533	528	1060

Table 21: SAT data for PCS Graduating Classes 2017-2021, with comparison to the National Average (2021)

American College Testing (ACT)

The ACT is another test commonly used by universities for admissions. Typically, the test is not taken as often by students in California as it is not necessary for admissions to CSU and UC schools. Many private and out of state universities prefer or require students to report scores for the ACT. Each section of the test is scored on a scale of 1 to 36, with a composite score acting as an average of the sections rather than a total.

Due to disruptions to testing caused by the COVID-19 Pandemic, only 2 students took the ACT exams last year during distance and hybrid learning. As such, in order to preserve those students' privacy, we will not be reporting ACT data for the class of 2021.

PCS Class of:	English	Math	Reading	Science	Composite
2014	28.1	27.5	28.4	26.9	27.9
2015	29.5	28.7	30.0	27.7	29.1
2016	29.9	28.5	29.0	27.5	28.9
2017	31.0	28.8	29.4	28.6	29.6
2018	30.7	28.6	30.6	29.	29.6
2019	29.5	26.9	29.8	27.9	28.5
2020	27.1	25.1	28.8	27	27.2
National Average (2020)	19.9	20.2	21.2	20.6	20.6

Table 22: ACT data for PCS Graduating Classes 2014-2020, with comparison to National Average (2020)

Overall, students at Pacific Collegiate School continue to excel on all standardized tests. We attribute this in large part to the success of the excellent college preparatory curriculum in which all PCS students are engaged. This is also supported by PSAT, SAT, and ACT test preparation classes offered free of charge to all PCS students. While standardized tests do not paint the entire picture of PCS, these exams are clearly an external metric that validates the strength of the school program and curriculum.

It is worth noting that all standardized test administrations (SAT/ACT/PSAT) were cancelled in Santa Cruz County from March-October 2020. As a result, students in Class of 2020 and 2021 had more limited access to these exams than in previous years.

College Admissions

The table below shows where PCS students matriculated to over the past four years. The proportion of students attending 2-year vs. 4-year schools has stayed relatively steady over this time period.

	2017		2018		2019		2020		2021	
	#	%	#	%	#	%	#	%	#	%
2-year college	17	23%	14	20%	13	14.6%	24	28%	17	19%
4-year college	53	72%	51	73%	74	83.1%	56	66%	71	81%
Military	2	3%	1	1%	-	-	-	-	-	-
Non-US college	2	3%	1	1%	-	-	-	-	4	4.5%
Gap/Year off	1	1%	4	6%	1	1.1%	4	4.7%	-	-

Table 23: College Admissions Data for PCS Graduating Classes (2017-2021)

Progress Towards Goals

Local Control Accountability Plan (LCAP)

Pacific Collegiate School met or exceeded goals as outlined in the LCAP. In particular, the 2019-2020 Annual Update for LCAP highlighted a variety of ways PCS provided access to high quality college preparatory resources to all students:

- Focused on success of First to College students through increased academic counseling, outreach to parents, and targeted academic support.
- Provided free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increased the opportunities for students to engage in college level research during high school.
- Provided access to technology and technology literacy learning for all students - all students take our Study Skills and Technology course in 7th grade, and digital devices are available for student use in all classes and study areas.
- Focused on equity, access, and opportunities for families with fewer financial resources, including providing free lunch, test preparation, AP exams, tutoring, and participation in curricular activities.
- Ensured parent participation through Board and school committee membership.
- Maintained high student engagement and attendance.
- Maintained a highly qualified and effective faculty and staff.
- Maintained a school facility that is safe and supportive of the PCS learning environment.
- Provided access for all students to Advanced Placement classes.

The LCAP for 2021-2024 (see Appendix) is aligned to our recently revised vision, mission, and values statements and the 2021-2026 Strategic Plan. Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us a reputation for academic excellence, and that the opportunities that a PCS education affords are available to all students. Working with equity and access as our “true north”, the PCS LCAP outlines goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to excellence for all.

Western Association of Schools and Colleges (WASC) Accreditation Goals

PCS was scheduled to complete a WASC Self-Study during the 2020-2021 school year, with an accreditation visit in Spring 2021. Due to the pandemic, WASC visits were postponed, and our Self-Study and WASC site visit have been rescheduled for Spring of 2023. PCS is currently in the process of conducting a self-study in anticipation of our accreditation visit.

The previous WASC Action Plan, revised with comments from the visiting committee, is included in the Appendix of this report. The goals included in this self-study influenced the goals of the school LCAP, the previous Strategic Plan, and our most recent charter renewal. The plan identified two critical needs:

1. Develop the new PCS school facility in a manner that is consistent with the school's Charter.
2. Support all entering students to graduate from PCS prepared to enter and succeed at their chosen college or university.

PCS has made significant progress on the goals outlined in the WASC plan, including:

- Taking full advantage of our new facility, including increased classroom space for computer-based classes and science labs.
- Ensuring availability of dedicated rehearsal space for performing arts, our new outdoor amphitheater space, as well as outside facility agreements to accommodate performances for Music, Drama, and Choir.
- Continued partnership with the Santa Cruz Land Trust for stewardship of the Antonelli Pond riparian area.
- Increased use of the outdoor space around Antonelli Pond for instructional purposes.
- Additional academic services and support for all students, with particular focus on support for traditionally underrepresented students and their families.
- Increased number of graduates who complete college level research via Capstone project.
- Comprehensive curriculum review in all academic departments, in alignment with CCSS and NGSS.
- Ongoing annual cycle of stakeholder engagement, including alumni surveys and tracking of alumni college persistence rates.

Diversity, Equity, Inclusion, and Access - Plan and Progress

Cultivating a diverse school community is central to PCS values and our mission to provide equitable access and support for all students seeking a high-quality, standards-based, college preparatory and fine arts education.

Past PCS Diversity Plans led to the creation of a part-time Outreach Coordinator position, the development of a community outreach program, a first-to-college lottery preference, enhanced student support and school culture building activities, and an emphasis on diversity, equity, inclusion, and access (DEIA) in leadership development and hiring practices.

Further reflecting PCS's commitment to diversity efforts is the recent decision by the Head of School and Board of Directors to expand the part-time Outreach Coordinator role to a full-time Director of Diversity, Equity, Inclusion, and Access (DEIA) position. PCS has hired Ms. Hatcher to fill this position, who brings a decade of DEIA leadership experience to this role. Ms. Hatcher has served as an equity and antiracist focused Special Education Teacher, community activist and consultant. Ms. Hatcher has supported school site and district wide DEI committees to understand the needs of their diverse student populations, and develop professional development opportunities that empower teachers to engage in the internal and external work needed to create more diverse, equitable, and inclusive school environments. Ms. Hatcher brings rich experience to PCS to enhance our work in attracting, supporting, and preparing students who are socio-economically-, racially, culturally-, linguistically-, and

ability- diverse toward success in college and beyond. The creation of the DEIA Director position and the hiring Ms. Hatcher speaks to our commitment to advance our goals around diversity, equity, and inclusion. We are also steadfast in our desire to build our collective capacity and efficacy around these important issues and ensure that all members of the school community are active participants in these efforts and contribute to our success.

In addition to expanding the DEIA Director position, we also created and staffed a full time Bilingual Community Liaison & English Learner Coordinator position, increased social-emotional support by hiring a full-time School Counselor, and are working to standardize hiring practices to remove implicit bias.

The 2020-2025 Diversity Plan outlines bold priorities and actions, including: (1) enhanced outreach and expanded lottery preferences for traditionally underrepresented students; (2) a multi-tiered system of robust supports to ensure all students can succeed at PCS, including AVID and other targeted intervention and support programs; (3) continued efforts to recruit diverse leadership, faculty, and staff; (4) a variety of strategic initiatives to engage all stakeholders in building an inclusive, equitable, and anti-racist school community; and (5) refined data collection and usage to uncover and respond to any achievement gaps, particularly in support of the most vulnerable students and subgroups.

The PCS Board of Directors is firmly committed to these values, having prioritized DEIA in both Board recruitment and in the hiring of our current Head of School. As a result, school leadership is the most diverse in PCS history, with a female head of school and a Board of Directors that is currently more than 80% women and 50% people of color.

Under the direction of PCS Director of Diversity, Equity, Inclusion, and Access, the PCS DEIA Committee will continue to operate as an advisory committee designed to support the Head of School and Director of DEIA in implementing the PCS Diversity Plan. This work will continue to include developing and sustaining a positive and inclusive school culture, increasing our collective capacity to meet the diverse needs of all students, building community partnerships throughout Santa Cruz county, and engaging parents and other members of the school community in opportunities to contribute to the discussion on race, social justice, and educational equity. The DEIA Committee includes members of the PCS community including past and current Board members, the Head of School, parents, students, and rotating community organization representatives.

2020-2025 Diversity Plan Goals

Goal A: Recruit More Diverse Student Populations

In alignment with the goals of the 2020-2025 PCS Diversity Plan, the current PCS Charter outlined expanded lottery preferences for traditionally underrepresented students, including a 30% preference for those students who will be First to College and/or who are eligible for free/reduced price meals.

These expanded preferences yielded promising results in the initial year of implementation (2020), when PCS welcomed one of the most diverse 7th grade class in recent school history: 28.3% Latinx, 9.6% Asian, 1.1% African American, 13.8% two or more races, and 54.3% White (45.7% students of color).

Outreach prior to the PCS Lottery for 2021 was significantly hindered by public health guidelines limiting public gatherings during the COVID-19 pandemic. In order to prioritize the safety of the communities most impacted by this pandemic, we did not engage in any in-person community outreach. We learned that limited access to technology and the internet negatively impacted our ability to connect with traditionally minoritized communities that we seek to welcome into our community. As a result, we did not have sufficient qualifying applications for the 2021 Lottery to fill our 30% lottery preference for those students who will be First to College and/or who are eligible for free/reduced price meals. This year's 7th grade class reflects the following demographics: 19% Latinx, 6.3% Asian, 1.1% African

American, 13.7% two or more races, and 65.3% White (34.7% students of color).

To increase targeted outreach efforts our DEIA Director and Bilingual Liaison/EL Coordinator have begun building partnerships with community organizations, participating in county task force meetings and communities of practice, tabling at local cultural events, and will be holding information sessions throughout Santa Cruz County. PCS is committed to ongoing outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate the success of students from underrepresented populations, once enrolled.

Goal B: Build Mechanisms of Student Support

The 2020-2025 PCS Diversity Plan and charter outline a commitment to building multi-tiered systems of support (MTSS) to ensure that all students have what they need to be successful at PCS, with a particular interest in ensuring the success of traditionally underrepresented students.

As the coronavirus crisis has interrupted and complicated the work of schools in recent years, PCS recognizes that the pandemic created additional burdens and challenges disproportionately affecting traditionally underrepresented students. As previously mentioned, PCS took a variety of measures to ensure educational equity.

Since last year's update, as the pandemic has continued, PCS has further enhanced student services, and made progress toward Goal B in the following ways:

- Added a new position of Bilingual Community Liaison to support multilingual students and families at PCS.
- Added Instructional Assistant positions during the school day to support integrated English Language Development.
- Provided professional development to general education teachers to support their use of evidence based strategies to support a variety of learners (e.g. English Learners, students with disabilities).
- Expanded services to English Learners, including peer, intern, and professional tutoring supports before, during, and after school.
- Expanded Academic Intervention and support programs.
- Refined support referral and Student Study Team processes to ensure timely response to student needs.
- Hired a School Counselor to expand mental health support and social-emotional learning opportunities.
- Created a BIPOC (Black, Indigenous, & People of Color) Student and Staff support groups to increase inclusion, belonging, and retention.
- Supported student leaders in the creation of identity alliances and affinity spaces (i.e. Queer Intersectional Alliance, Trans/Non-binary Alliance, Jewish Student Union, etc.)
- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students in future.

PCS is engaging Faculty and Staff in professional development for 2021-2022 focused on supporting all learners through Universal Design for Learning (UDL), integrating English Language Development

(ELD) strategies, and implementing anti-racist and equity-minded learning in all classrooms. The DEIA Director is cultivating a monthly list of recommended learning opportunities for professionals, students, and their families. In addition, all PCS teachers, administrators, and support staff will participate in a variety of professional learning opportunities this year including:

- **Diversity, Equity, Inclusion and Access:** DEIA focused professional learning in 2021-2022 has or will include
 - Introductory training on anti-racist education
 - Student experience panels
 - Development and implementation of non-evaluative classroom observation and data collection tool focused on classroom environments and instructional strategies that support the success of all learners
 - Development of inclusive and equitable individual and department goals
 - Training on understanding privilege, power, and white supremacy culture as it presents itself in the classroom and school setting
- **Universal Design for Learning:** UDL focused professional learning in 2021-2022 has or will include
 - Introductory training to improve understanding of UDL based on the three principles: engagement, representation, and action and expression
 - Identify UDL instructional strategies
 - Implement UDL teaching practices as evidenced in a UDL lesson plan template
- **Supporting English Learners:** Integrated ELD focused professional learning in 2021-2022 has or will include
 - Introductory training to improve understanding and implementation of strategies to support integrated English learning across the curriculum
 - Strategies to support vocabulary development and access to content
 - Development of integrated ELD instructional resource banks
- **AVID Training:** In July 2020, the Head of School, Faculty Dean, and the 7th grade team participated in Advancement Via Individual Determination (AVID) training in anticipation of the initial phase of implementation during the 2020-2021 school year. This team is also participating in ongoing learning and planning for further implementation and expansion of the program. Additional team members were trained in July/August 2021, and the team is collaborating with AVID regional liaisons regarding ongoing implementation and program expansion.

Goal C: Recruit Diverse School Leadership and Staff

PCS recognizes that representation matters in our efforts to create a welcoming and inclusive school community. For this reason, the 2020-2025 PCS Diversity Plan charges the Head of School with the task of identifying and implementing strategies to recruit a more diverse teacher and staff population, and the Board to continue recruiting diverse members, both with a view to better reflect our community's demographics.

PCS has enhanced our recruitment strategies to include a variety of platforms for posting and advertising available positions, as well as participation in regional recruitment fairs at the Santa Cruz County Office of Education, UCSC, and CSUMB, and others. We are expanding partnerships with local colleges and universities and exploring other avenues for student teacher and intern placement at PCS with an eye toward developing talent pipelines in support of our recruitment goals.

The Senior Business Administrator in collaboration with the Director of DEIA are revising hiring practices to remove implicit bias and improve inclusivity. In service of this goal, they are drafting hiring guidelines, creating rubrics to evaluate prospective employees, interview question banks, and hiring committees.

School leadership is currently the most diverse in PCS history, with a woman Head of School, a Chicana Director of Special Education, a Black Latinx woman Director of DEIA, a Black woman College Counselor, and a Board of Directors that is currently more than 80% women and 50% people of color.

Goal D: Build an Inclusive and Supportive School Culture

An essential aspect of the 2020-2025 PCS Diversity Plan is intentional focus on actions necessary to build and maintain inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being and sense of belonging for every student.

Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds. To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to diversity, equity, inclusion, and social justice. Under the direction of the Director of Diversity, Equity, Inclusion, and Access and the Head of School, PCS has committed to engaging the Board, teachers, staff, parents and students in a multi-year learning process focused on building our collective capacity and efficacy around these important issues.

PCS has made progress toward Goal D in the following ways:

- Expanding dedicated staffing to include Director of DEIA, EL Coordinator, Bilingual Liaison, School Counselor, and additional paraprofessional and instructional support staff.
- Engaging teachers in all academic departments in equity-focused review of curriculum and instruction, and individual and department goals related to identifying, addressing, and reducing opportunity gaps
- Shift to platforms for school newsletter and other communications that supports translation into other languages; commitment to bilingual parent communication and community engagement (English/Spanish)
- Providing live Spanish interpretation provided for parent orientations and meetings
- Providing parent/caregiver education around issues related to antiracism, social justice,

Commented [4]: @jessica.patterson@pcscharter.org how would you like to identify your race and gender?
Assigned to Jessica Alvarez-Patterson

Commented [5]: _Marked as done_

Commented [6]: _Re-opened_

Commented [7]: @aliyya.hatcher@pcscharter.org I would like be referred to as Chicana please :)

and LGBTQ+ needs

- Creating a ELD tutorial group to support academic success
- Creating an interactive DEIA learning and message board
- Training student clubs/organization to uphold inclusion and equity
- Working with diverse student leaders to design cultural/identity celebrations that are not tokenizing
- Partnering with the American Indian Resource Center (AIRC) to implement a land acknowledgment, and provide opportunities to learn about local indigenous history and present day community needs

Goal E: Refine Data Collection and Assessment

Supported by the work of data specialists on our Board of Directors, PCS is refining practices for data collection and analysis that will enhance our ability to identify and respond to achievement or opportunity gaps at Pacific Collegiate School. This work is essential to ensure that resources are allocated in particular support of our most vulnerable students.

As part of the strategic planning process, stakeholder groups reviewed the current data systems utilized at PCS. Stakeholder groups identified developing and widely utilizing more comprehensive data systems as a key goal that will enable our school community to more effectively measure our progress on all of our school goals, including the development of school-wide assessments within subject areas that can be used to track student progress over the course of their student careers at PCS.

We continue to use the SCOIR system for storing and reporting on college preparatory and application data, and are engaging in ongoing work to align and report data efficiently from our learning management systems (Infinite Campus and Canvas).

PCS has expanded the data we collect to understand school climate and culture to include multi-stakeholder climate and culture surveys and engaged hundreds of stakeholders in surveys, focus groups (in both English and Spanish), and listening sessions as part of our comprehensive strategic planning process in 2020-2021. These efforts will continue to be refined in alignment with strategic goals outlined in the 2021-2026 strategic plan (see appendix), to ensure that PCS is aware of and responsive to the needs in our community.

School Culture and Climate Data

School Attendance

PCS student attendance and enrollment have been consistently strong, as shown in the table below. The administration actively communicates with students and parents about the importance of school attendance, both in regards to academic success and school funding. As discussed previously, worked hard to close the “digital divide” by providing Chromebooks, hotspots, and technology training to students and families to ensure access during the pandemic. PCS attendance rates increased during distance learning, remaining above 99% during distance learning in the 2019-2020 and 2020-2021 school years.

	Grades 7-8	Grades 9-12	Total School

Enrollment (CBEDS)	188	363	551
Attendance rate (annual)	99.34%	98.99%	99.11%

Table 24: 2020-2021 PCS School Attendance data

Additionally, overall enrollment trends, shown in the chart below, demonstrate that student attrition has been reduced in recent years across all grade levels. This is in large part due to a schoolwide initiative to increase student engagement and retention, including a focus on individualized student support, attention to mental wellness and social emotional learning, and work towards cultural proficiency.

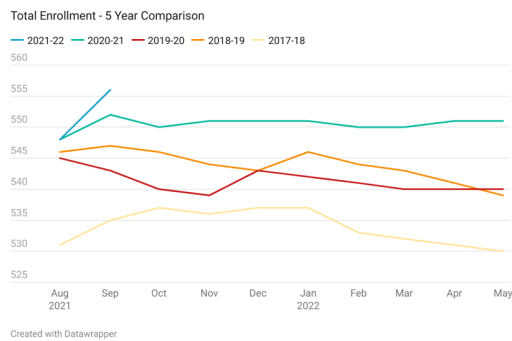


Figure 3: PCS Total Enrollment (2017-Present)

First to College Students

The following table shows the enrollment and attrition of First to College students since the initial class of 2017 cohort. The class of 2018 saw significant attrition through student transfers to other schools. In subsequent cohorts this attrition is much lower - we believe in large part due to the increased focus on support for both students and their families.

Class of	#FTC - siblings	#FTC - lottery preference	#FTC - general lottery	#FTC - transferred out	Total #FTC - currently enrolled	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	-	1
2019	2	6	4	4	-	9
2020	0	6	2	2	-	5
2021	1	6	1	2	-	6

2022	1	7	0	5	3	-
2023	1	6	0	3	6	-
2024	2	7	1	3	7	-
2025	3	11	2	1	15	
2026	3	15	3	2	16	-
2027	4	11	0	1	12	0

Table 25: First to College Student Enrollment by Graduating Class (Class of 2017 to Class of 2026)

School Surveys

Pacific Collegiate administers a regular cycle of stakeholder surveys. Students take surveys in their courses each year to provide feedback for teachers. Students, teachers, staff, and families are surveyed about their overall experiences and perspectives on the school once each year. In January 2021, we introduced a new comprehensive survey to collect information from each stakeholder group about their experience at school and school culture, and used these surveys as one source of input for strategic planning. Participation rates were very high: 50% of students, families of 67% of students, and 75% of teachers and staff completed the surveys. Aggregated results of the surveys are discussed amongst the faculty, staff, and Board and also shared with the entire PCS community. The surveys were essential in the development of the 2021-2026 Strategic Plan.

The 2021 surveys pointed to the following areas for school improvement:

- Enhancing support for students' academic, social-emotional, and physical wellbeing;
- Fostering and maintaining a diverse, inclusive, supportive, and anti-racist school culture, in which all students, staff, and families feel a sense of belonging;
- Expanded opportunities for students and families to engage as part of the PCS community;
- Improved communication that is accessible to all PCS families and the community
- Increased focus on innovative teaching and learning, particularly as related to student engagement.
- Additional opportunities and resources for families and caregivers to support students.

The PCS Board, administration, and staff used areas identified through stakeholder engagement in the drafting of the 2020-2025 PCS Diversity Plan, and the development of Head of School and school goals.

Financial Oversight

Pacific Collegiate School continues to exercise effective fiscal oversight of PCS finances, and maintains a high level of transparency and accountability in all of its financial dealings. The Head of School, the Business Office Staff and the Board Treasurer work closely with the Finance Committee to streamline and standardize all finance-related processes and to build a budget that realistically reflects the needs of the students and teachers at the school.

Pacific Collegiate School continues to monitor issues related to the state budget and its impact on school funding. While state funding constantly changes, PCS continues to budget conservatively to ensure the long-term financial stability of the school. The Head of School and her staff regularly seek new ways to reduce costs, while upgrading resources and programs when prudent. PCS will continue to budget conservatively, ensuring that the school remains fiscally solvent and is able to support its strong academic programs.

The PCS Board adopted a new Financial Reserve Policy in October 2017 after completing a detailed reserve study. The revised policy increased the school's overall reserves by more than

\$500k to more than \$1.5M. PCS currently holds \$2M in reserves. These reserves allow the school to set an annual budget that focuses on the core mission of preparing students for college while strategically preparing for both expected and unexpected budgetary events. Additionally, the increased reserves and the rigor behind its framework and preparation provide the Board greater confidence that the school's needs will continue to be met even if requirements for one-time expenditure of excess funds are found to be compelling.

Appendices

- 2021-2026 Strategic Plan
- 2020-2025 Diversity Status Report and Action Plan
- 2021-2024 Local Control and Accountability Plan
- 2019-2020 Annual Update for Developing the 2021-2022 LCAP
- Annual Plan for Special Needs, Section 504, and EL Students
- 2021 Annual Plan for Special Needs, Section 504, and EL Students
- 2015 WASC Action Plan



REIMAGINING PUBLIC EDUCATION

Pacific Collegiate School Strategic Plan
2021-2026

VISION

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible change-makers.

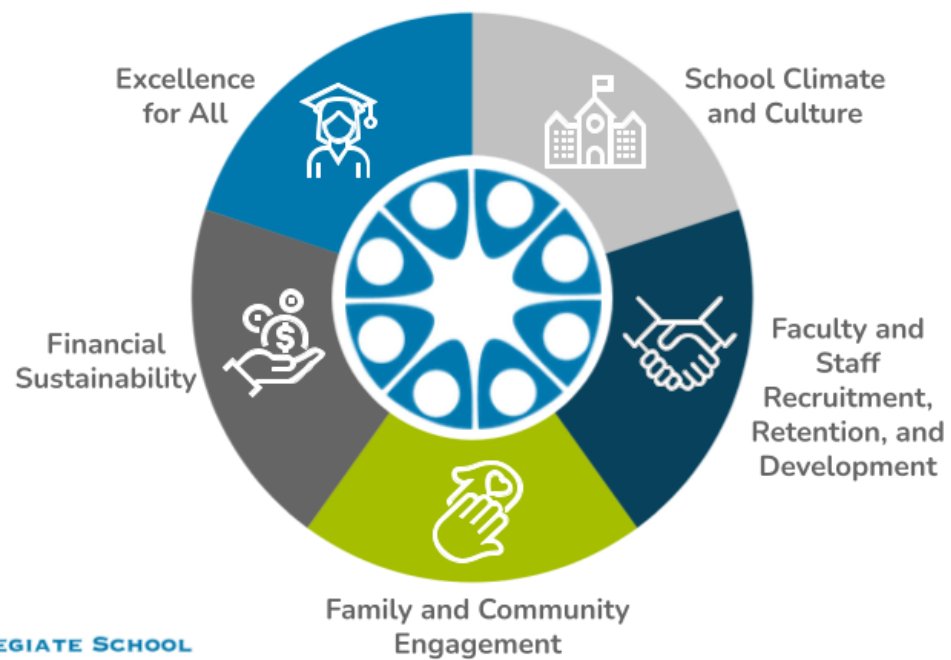
PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.



Our Values

Inclusion and Belonging	Fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.
Relationships	Creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.
Creativity	Encouraging innovation, self-expression, and expansive thinking.
Learning	Pursuing academic excellence, whole student development, and intellectual curiosity.
Integrity	Reflecting the importance of honesty, ethics, openness and respect.
Responsibility	Fostering a sense of mutual care and active engagement in our school, local, and global communities.
Accountability	Demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

Anchors of Our Strategic Plan



Overarching Priority: Excellence for All



We will achieve excellence for all by advancing the following goals:

- Forefronting equity, opportunity, and excellence for every student.
- Removing barriers that inhibit student success.
- Refining PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program.





Excellence for All: Goals, Initiatives & Metrics of Success

Goal 1: In order to forefront equity, opportunity, and excellence for every student, we will implement the following initiatives:

1. Develop and implement an Equity by Design Framework to guide and evaluate all aspects of PCS policies, practices, and programs through an equity lens.
2. Develop accountability structures and metrics for all faculty, staff, and departments (e.g. SMARTIE goals, reporting and complaint systems) to ensure decisions and actions aligned to PCS vision, mission, values and Strategic Plan.
3. Develop and support student agency through engaging all students in developing and reflecting annually on Personal Learning Plans (PLPs) with expanded definitions of success including a service learning component advanced through opportunities such as internships, job shadowing, and community involvement.

Five Year Metrics of Success

- Equity by Design Framework is utilized (i) to produce a retrospective audit/report for changes in policies and programs and (ii) to assess and inform all new programs and policies.
- All PCS faculty, staff, and departments set goals, receive ongoing feedback, and are evaluated with PCS vision, mission, values and SMARTIE goals as components of performance management.
- Every student at PCS has a PLP which guides academic, service, and other learning goals.



Excellence for All: Goals, Initiatives & Metrics of Success

Goal 2: In order to remove barriers that inhibit student success, we will implement the following initiatives:

1. Develop data-driven systems for identifying inequities and work with the Head of School to explore and deploy strategies for removing barriers to success.
2. Develop and implement a comprehensive system of common assessments, metrics, and tools (e.g. rubrics) to help teachers and students measure and document individual learning and achievement over time.
3. Develop systems to support the consistent use of student & school data, and comparative data (e.g. internal, surrounding community, state, and national) to inform decision-making at all levels.
4. Reassess proposal and plan for 6th grade expansion with the Santa Cruz County Office of Education (SCCOE) and submit if feasible.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Student learning outcomes (across summative, formative and whole child outcomes) close equity gaps across lines of difference (e.g. gender, ethnicity, free and reduced lunch (FRL)).
- PCS uses common assessments, metrics, and tools that help teachers and students measure individual learning over time and document their progress.
- PCS uses an integrated system that allows faculty and staff to consistently access and use student, school, and comparative data in support of a framework and culture of data-driven instruction and continuous improvement for equity and excellence.
- If feasible, 6th grade expansion approved and implemented.



Excellence for All: Goals, Initiatives & Metrics of Success

Goal 3: In order to refine PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program, we will implement the following initiatives:

- Explore new pathways for advancing an inclusive, equity-focused and innovative college preparatory education (e.g. exploring continued relevancy of AP model, or alternatives such as International Baccalaureate and/or implementing a Spanish Heritage program).
- Align instructional practices to close equity gaps and meet diverse learner needs through inclusive and culturally responsive pedagogy and using a Universal Design for Learning (UDL) approach to instruction.
- Integrate developmentally appropriate opportunities for students to develop their own identities and appreciate the identities, experiences, and perspectives of others within diverse social, political, and cultural contexts and communities.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- By the 22-23 school year, PCS will have assessed curriculum, including alternative options to the AP model, with a work group that will generate recommendations regarding PCS' academic program for future years.
- Classroom observation and walkthrough data will reflect consistent evidence of culturally responsive pedagogy, UDL, and effective Tier 1 instruction and support.
- Student experience surveys report improvement on indicators aligned with core values and mission/vision elements such as change maker orientation.

Priority 2: School Climate and Culture



We will build a community of care intentionally rooted in PCS values that fosters a sense of belonging and prioritizes an optimal learning environment for all by advancing the following goals:

- Providing robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student.
- Creating a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community.
- Elevating student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege.
- Exploring options for expanding PCS facilities to provide enhanced student experience



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 1: In order to provide robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student, we will implement the following initiatives:

1. Enhance Multi-Tiered Systems of Support (MTSS) to address students' academic and social-emotional needs through universal screenings, external audit & improvement of IEP/504 programs, and additional support services.
2. Expand academic and social-emotional/mental health support and intervention programs and services for all students.

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 2: In order to create a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community, we will implement the following initiatives:

1. Enhance welcoming, onboarding, and mentoring experiences for students, families, faculty and staff, and Board members.
2. Create accessible systems for preventing, reporting, and responding to conflicts, complaints, and concerns and conduct training to support effective implementation.

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 3: In order to elevate student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege, we will implement the following initiatives:

1. Enhance opportunities for student leadership and peer-to-peer programs to build community and promote belonging.
2. Create an inclusive and equitable system to recognize and celebrate student progress and achievement, as well as the broad talents of our students.

Five Year Metrics of Success

- See Goals 1 & 2
- PCS will have an equitable recognition program that honors student progress and achievement, student leadership aligned to PCS values, as well as the broad talents and life realities of our students through awards, celebrations and other acknowledgements.



PACIFIC COLLEGIATE SCHOOL



School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 4: In order to explore options for expanding PCS facilities to provide enhanced student experience, we will implement the following initiative:

1. Determine PCS facility priorities informed by needs and available funding, and pursue securing additional site, if feasible. Perform transportation needs assessment.

Five Year Metrics of Success

- Report on facilities priorities and transportation assessment.
- If applicable, and dependent upon capital campaign, secure additional facilities aligned with one or more priorities.

Priority 3: Faculty & Staff Recruitment, Retention, and Development



We will recruit, develop and retain staff, faculty, and leadership reflective of the demographics of our surrounding area, committed to PCS values, and equipped to advance excellence for all students by advancing the following goals:

- Providing competitive compensation, benefits and additional incentives to make PCS a premier employer in the area.
- Recruiting & retaining PCS faculty and staff that better reflect the demographics of our county and evolving student body.
- Cultivating school leaders who practice and model PCS values.



Faculty & Staff Recruitment, Retention, & Development Goals, Initiatives & Metrics of Success

Goal 1: In order to provide competitive compensation, benefits and additional incentives to make PCS a premier employer in the area, we will implement the following initiatives:

1. Establish an endowment and pursue additional funding sources to supplement PCS revenues.
2. Explore innovative ways to increase revenue, reduce costs to reallocate resources for compensation of faculty and staff.
3. Create marketing materials and build & execute on communications strategies to share benefits of working at PCS.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least \$1M in support and developed and started executing on a plan to raise at least \$5M within 10 years, to support strategic-plan aligned priorities.
- PCS makes meaningful progress in offering compensation and benefit packages commensurate with surrounding schools.
- PCS website revamp includes benefits of working at PCS including testimonials reflecting on mission, vision and values.



Faculty & Staff Recruitment, Retention, & Development Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit & retain PCS faculty and staff that better reflect the demographics of our county and evolving student body, we will implement the following initiatives:

1. Establish guidelines and practices for recruitment and hiring in alignment with best practices for recruiting diverse staff.
2. Develop teacher and staff pipelines (including partnering with traditional and alternative certification programs), particularly those aimed at the recruitment and retention of diverse candidates.
3. Increase and diversify recruitment methods including setting clear targets and benchmarks for pool diversity prior to proceeding to hiring decisions, conducting training on all staff making hiring decisions with diversity, equity and inclusion (DEI) focus, and developing policies, aligned with Equity by Design Framework to inform equitable hiring practices.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will establish baseline staff and faculty experience metrics with goals for improvement and review of disaggregated data set annually; metrics to include: Likelihood to recommend PCS; sense of belonging and connection to the community; opportunities to participate in professional and leadership development; and more.
- Focus groups and surveys of teachers and staff of color report strong levels of job satisfaction, feelings of inclusion, and agency.
- PCS will establish benchmarks for candidate pool diversity and use a variety of recruitment methods and talent pipeline strategies to ensure that candidate pools are consistent with such benchmarks before proceeding hiring decisions.



Faculty & Staff Recruitment, Retention, & Development Goals, Initiatives & Metrics of Success

Goal 3: In order to cultivate school leaders who practice and model PCS values, we will implement the following initiatives:

1. Refine the role of department chairs and expand other opportunities for instructional and school leadership in alignment with PCS vision, mission, and values including mentorship, instructional coaching, and collaborative action research as part of annual professional growth plans and evaluation processes.
2. Explore options for supporting and financially incentivizing professional learning to develop instructional leadership skills with a view towards eliminating equity gaps and aligned to school goals.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- 100% of PCS faculty and staff engage in annual professional goal-setting and evaluation aligned to school goals.
- 60% of faculty and staff participate in instructional and school leadership opportunities (over the 5 years of this plan).
- 85% of faculty report that PCS has provided effective DEI focused professional learning opportunities to eliminate equity gaps.
- PCS establishes and secures funding for a mini-grant program aimed at cultivating and supporting professional learning and instructional leadership aimed at eliminating equity gaps and aligned to school goals.

Priority 4: Family & Community Engagement



We will significantly enhance our engagement with families within our community and with the diverse community of Santa Cruz County and strategically outreach to community partners and potential PCS families as they are essential to the future success of our school by advancing the following goals:

- Fostering voice, a sense of belonging, and respect in every family through meaningful involvement.
- Recruiting and supporting a diverse student population.
- Building meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections).
- Cultivating long term connections and involvement of PCS alumni.



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 1: In order to foster voice, a sense of belonging, and respect in every family through meaningful involvement, we will implement the following initiatives:

1. Leverage a variety of communication channels and materials to meet families' individual needs.
2. Provide ongoing parent/caregiver education opportunities accessible to all families within PCS and in the greater Santa Cruz community.
3. Create more leadership/mentoring opportunities for multilingual families.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will implement an annual communication plan that includes a variety of communication channels and materials (in accessible languages) to effectively reach all families.
- All PCS parents/caregivers report a sense of belonging and opportunities for meaningful engagement in the school community.
- Parent/Caregiver education programs will include offerings that foster voice, a sense of belonging, and respect in every family and at least two annual events open to the greater community.



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit and support a diverse student population, we will implement the following initiatives:

1. Create summer programs at PCS available to younger students throughout Santa Cruz County.
2. In close cooperation with relevant affinity groups, create opportunities for authentic, non-essentializing celebration of student and parent identities, cultures, and experiences via a variety of events and media.
3. Update branding and marketing materials to reflect our increasingly diverse community and utilize outreach to public officials, media outlets, local youth engagement organizations, and local leaders.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS student demographics make meaningful shifts to further reflect the surrounding community demographics.
- Established summer programming for community, including potential future PCS students.
- Outreach and recruitment materials and media featuring authentic student and parent narratives.



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 3: In order to build meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections), we will implement the following initiatives:

1. Actively cultivate opportunities for shared initiatives, programs, and events with a wide variety of community organizations, aligned to our vision, mission, and values with guidelines to ensure reciprocity and mutual respect guided by an Equity by Design Framework.
2. Engage as a regular ambassador and presence at events in the greater Santa Cruz community.



PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Increased opportunities for internships and service learning.
- Increased corporate giving to PCS.
- At least one annual shared initiative, program, or event co-created with community organization(s).
- Incentive program for attendance by PCS community at greater Santa Cruz community wearing visible PCS "markers" (pins, stickers, totes).
- Head of School report at Board meetings includes regular "community engagement" metrics.



Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 4: In order to cultivate long term connections and involvement of PCS alumni, we will implement the following initiatives:

1. Increase communication & opportunities for engagement with alumni, including through newsletters, social media, community spotlight stories, and website features. Host alumni events including opportunities for alumni networking and connecting with current students (e.g. as speakers, college and career advisors, tutors, mentors, etc.)
2. Implement an integrated data system to track alumni experience and achievement.

Five Year Metrics of Success

- PCS will improve alumni engagement, as reflected in an annual alumni survey, communications/social media metrics.
- PCS will have a robust alumni directory an database to track alumni including college/career success, community engagement and donor activity.

Priority 5: Financial Sustainability



We will assure a thriving future for our school, relying on a sustainable model for school finances and fundraising to identify and support program and facility needs, and to ensure long-term financial stability by advancing the following goals:

- Developing and executing a development strategy to maintain strong AFD support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities.
- Exploring additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living.



Financial Sustainability: Goals, Initiatives & Metrics of Success

Goal 1: In order to develop and execute a development strategy to maintain strong Annual Fund Drive (AFD) support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities, we will implement the following initiatives:

1. Establish an endowment with Pacific Collegiate Foundation and pursue additional funding sources to supplement PCS revenues.
2. Explore a capital campaign for funding a facilities expansion.
3. Establish differentiated fundraising strategies and cases for support for the donor community, including corporate donations, lead donors, alumni, and foundations.
4. Execute on an AFD fundraising strategy to meet or exceed annual goals.



Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least \$1M in support and developed and started executing on a plan to raise at least \$5M within 10 years, to support strategic-plan aligned priorities.
- Develop a capital campaign plan and decide whether to execute based on benefits, constraints and level of efforts.
- Clear plan highlighting the various types of support coupled with metrics on each one of them to measure the success and inform future roadmap.
- AFD consistently raises at least \$775K in annual revenue.



Financial Sustainability: Goals, Initiatives & Metrics of Success

Goal 2: In order to explore additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living, we will implement the following initiatives:

1. Proactively manage the budget to look out 1 to 3 years and anticipate changes in levels of revenues at the local, state and national levels.
2. Explore and execute on opportunities to bring in additional operating revenues such as renting the building during off school hours and summer programs.
3. Document and maintain a list of levers to decrease expenses if needed.

Five Year Metrics of Success

- Ensure a profitable financial situation that would support PCS's vision and mission while meeting the requirements from external parties such as banks and Santa Cruz County Office of Education.

Appendix: Glossary of Terms



GENERAL TERMS

FTC (First to College)	First to College students, also known as First Generation students will be the first members of their family to attend and graduate from college.
SMARTIE Goals	SMARTIE goals - goals that are Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable
FRL (Free and Reduced Lunch)	students whose family income qualifies them for free or reduced priced meals
AP Course	Advanced Placement (AP) courses are those outlined by the College Board in which students engage in college-level work. A score of 3, 4, or 5 on culminating assessments for AP courses may allow students to advance college coursework or earn college credit (as determined by individual colleges and universities).
IEP	An Individual Education Plan (IEP) ensures that a child with a disability identified under the law who is attending an elementary or secondary educational institution receives the specialized instruction, services, accommodations, and modifications to ensure their academic success and access to the learning environment.

DIVERSITY, EQUITY, AND INCLUSION TERMS

DIVERSITY	Having different types of people from a wide range of identities, perspectives, and experiences within a school community. DEI - Diversity, Equity and Inclusion (see associated entries)
EDUCATION EQUITY	The moral and civil rights obligation to ensure that students are provided with the tools they need to succeed, regardless of background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other factor.
EQUITY	Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments in which all students succeed. (Adopted from: National Equity Project)
EQUITY BY DESIGN FRAMEWORK	An equity by design framework directs particular attention to the voices, experiences, and barriers to success for underserved students. It acknowledges that equity doesn't happen by chance but requires intent and focus in all aspects of organizational decision making.
EQUITY GAP	Significant and persistent disparity in educational attainment between different groups of students.
INCLUSION	Putting diversity into action by creating an environment of involvement, respect, and belonging – where the richness of ideas, backgrounds, and perspectives are harnessed and celebrated. (Adapted from Diversity Journal)

INSTRUCTIONAL TERMS

504 Plan	A 504 Plan is a plan developed to ensure that a child with a disability identified under the law who is attending an elementary or secondary educational institution - <i>and who does not require specialized instruction</i> - receives accommodations that will ensure their academic success and access to the learning environment.
MTSS	A Multi-Tiered Systems of Support (MTSS) is a comprehensive network of leveled interventions and strategies to support students' academic success and social-emotional well-being.
PLP	A Personalized Learning Plan (PLP) is an individually developed outline of a student's academic, personal, and leadership development goals SCCOE - the Santa Cruz County Office of Education, authorizer of the PCS charter.
Tier 1	In an Multi-Tiered System of Support (MTSS), classroom-based learning and supports available to all students are considered Tier 1, with more significant interventions provided in response to student needs in Tiers 2-4.
UDL	Universal Design (UDL) for Learning is an approach to curriculum design and lesson planning to proactively meet the needs of all learners and remove barriers to student success. UDL lessons include multiple modes of representing concepts, a variety of strategies for engaging students with content, and various opportunities for students to express their learning. UDL lessons may also include strategies, supports, and accommodations to address specific learning needs.



Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

- I. Introduction and Vision Statement
- II. Overview of Progress to Date (2006-2019)
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Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

II. Introduction and Vision Statement

Pacific Collegiate School (PCS) strongly values a student, faculty, staff, and board population that reflects the diversity of Santa Cruz County in all respects, including demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and disabilities. A diverse PCS school community is central to our obligation as a public school to provide equal access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, recent research underscores the contributions of diverse school communities to student learning, including critical thinking, communication and problem solving.¹

PCS initially adopted a five-year Diversity Plan in 2006 as a “living document” that provided a conceptual background for issues relating to school diversity, identified a variety of steps intended to diversify the school, and provided an itemized agenda to guide the actions of the school over the following five years. The Plan has been updated every five years to include an assessment of the progress PCS has made as well as to identify new ideas and goals aimed at further fostering diversity at the school. This document first reports on past progress, including during the term of the most recent 2016-2020 Diversity Plan. It then highlights the core diversity goals for the upcoming 2020-2025 period, before detailing the steps we propose to take to accomplish those goals as part of this Diversity Plan for the 2020-2025 period. Relevant data as well as our reports on past Diversity Plans are included in the Appendices.

II. Summary of Progress to Date (2006-2019)

- **Invested in Outreach Coordinator.** In January of 2007, PCS created and funded a 50% staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school’s current diversity and reaching communities currently regarded as underrepresented. That staff position has remained a key part of the school’s program.
- **Development of Community Outreach Program.** The Outreach Coordinator developed a Community Outreach Program, which includes programs for disseminating information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between

¹Ayscue, Jennifer Erica Frankenberg, and Genevieve Siegel-Hawley (2017) The complementary benefits of racial and socioeconomic diversity in schools. Research Brief #10. The National Coalition on School Diversity. Available at: <https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf>

PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.

- **Development of “First To College” (FTC) Lottery Program.** Since 2011, the PCS admission lottery has increased the percentage of seats set aside for 7th grade applicants who would be the first in their family to attend college, from 10% in 2011 to 15% in 2019. This has increased the admission and retention of Hispanic/Latino students in most years (see Appendix A for relevant data), and by design has consistently enhanced the socioeconomic and racial diversity of the pupil population.
- **Programs for Student Support.** As part of efforts to sustain a diverse student population, PCS established and enhanced numerous levels of student support, including teacher grade level teams, a full time 7th and 8th grade Academic Support specialist, a Study Skills and Technology class for all 7th grade students, and a revised bell schedule to include block periods and in-school tutorial. The focus on this mission and the creation of such programs has likely contributed to the fact that in the last five years there is no longer a strong correlation between students who transfer out before graduation and race or socioeconomic factors.
- **Promotion of Diversity in School Culture and Mentoring.** In order to support students of all academic backgrounds, PCS has put a variety of support structures in place. These include a summer academic and social support program for all incoming 7th grade students called Base Camp, a similar orientation for newly admitted students, and an AP Base Camp for 10th grade students prior to their initial Advanced Placement course. In addition, PCS engages all 7th grade students in a Study Skills and Technology course and has a peer mentoring program for first-to-college students.
- **Pursuit of Opportunities for Cultural Enrichment.** PCS has integrated cultural enrichment into the curriculum through exchange programs with sister cities, increased focus on culture in World Language classes, and continued focus on a global perspective within the History courses.
- **Improve Outreach Efforts.** The Outreach Coordinator continued to develop the outreach plan, continued to develop community partnerships, and worked to shift public perception of diversity at PCS. Among other things, this led to a community-focused coding camp located at PCS in the summer of 2019.
- **Strengthen an Inclusive and Supportive School Culture.** The PCS Board led an initiative for data collection focused on assessing the needs of FTC students and families. This data was used to support several initiatives, including enhanced support services and a series of trainings in 2017-18 and 2018-19 for staff and board members on culturally responsive pedagogy and broader Diversity, Equity, and Inclusion (DEI) issues respectively.

- **Recruit More Diverse School Leadership.** PCS has made significant improvements in this area since 2016. Centrally, the Board of Directors recruited and retained the first non-temporary female Head of School in our school's 20 year history. In addition, the Board has increased its own diversity, and is now by several metrics the most diverse constituency in the school across gender and ethnicity, with for example, four of its current eleven members, leaders of color.
- **Expand Data Collection and Assessment.** PCS continued to improve upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college population in order to provide concise and effective support, and made significant strides in this area during the previous plan periods.

III. Detailed Review of Progress on 2016-2020 Diversity Action Plan

The 2016-2020 Diversity Plan identified four particular measures PCS would evaluate and pursue during the time in question. Those measures were as follows (1) continued improvement of outreach efforts; (2) continue to build an inclusive and supportive school culture; (3) board, faculty/staff, and committee diversity recruitment; and (4) improved data collection and assessment. We summarize progress on each goal and subgoal as originally identified in the 2016-2020 Diversity Plan below.

Goal 1: Continued Improvement of Outreach Efforts

Sub-goal 1.1: Refine PCS Outreach Plan. The Outreach Coordinator refined the PCS Outreach plan to address: (a) assessment of outreach efforts to date; (b) strengthening of existing partnerships with community organizations and developing new community partnerships (e.g., with Digital Nest); and (c) implementation of creative new strategies for outreach.

Status: The School implemented this goal by assessing outreach and requiring regular reporting to the Board of Directors on outreach efforts as part of monthly Board Meetings. In addition, we hosted lottery information sessions at community locations in Watsonville, Live Oak, and Beach Flats in both Spanish and English.

Sub-goal 1.2: Continue, Improve, and Expand Community Service/Partnerships. PCS committed to continuing to foster community partnerships, with efforts to focus the program on the 3rd through 6th grade age group.

Status: These relationships continue to be developed. For example, in partnership with Davenport Resource Service Center and Looker, we led an English/Spanish bilingual coding camp at PCS in the summer of 2019.

Sub-goal 1.3: Shift Public Perception. The School sought to shift public perception of diversity

at PCS by: (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body via a revamped website; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment.

Status: Each of these goals was addressed. For example, we addressed the misperception that PCS has tuition or “required” donations and parent volunteer hours on our website, and produced bilingual marketing and informational materials for lottery information sessions.

Goal 2: Build an Inclusive and Supportive School Culture

Sub-goal 2.1: First to College Families’ Needs Assessments. The School committed to address how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. Materials were produced in English and Spanish, with intention to make materials available in any other needed languages.

Status: FTC parent surveys were conducted to identify issues affecting the ability of families to support their students’ academic achievements and goals. The results contributed to the development of the 2015-2018 PCS Strategic Plan. In addition, during the 2018-2019 search process for a new Head of School, the PCS Board hosted a dedicated stakeholder engagement event to solicit FTC family input. The PCS Board also reached out individually to Spanish speaking families to solicit their input on needs and priorities.

Sub-goal 2.2: Development of English Language Learner (ELL) Instructional Assistant Position. The school planned to establish an ELL support position to serve the needs of students for whom English is a second language.

Status: PCS began employing a part-time ELL Instructional Assistant in 2018. This position continues to support the needs of English Language Learners and Reclassified Fluent English Proficient students at PCS.

Sub-goal 2.3: Foster Student Involvement in Diversity Efforts. The School planned to invite one or two students annually to serve on the Diversity Committee and support related activities including outreach, school activities, and website development.

Status: The Outreach Coordinator created a student diversity club, and invited one student representative from the club to participate in the Diversity Committee and attend Board meetings. PCS teachers have also engaged students in DEI awareness in the classroom. For example, teachers and departments have expanded reading lists to include authors from diverse backgrounds, selected instrumental and choral music composed by diverse composers, and developed unit and lesson plans across the curriculum to reflect a strong value for diversity.

Sub-goal 2.4: Study Benefits and Impacts of a Possible Sixth Grade. PCS committed to explore whether the addition of a 6th grade cohort would help in the recruitment and retention of students of diverse backgrounds. The results of this study would serve as a recommendation for the next charter renewal. As background, when PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts changed many years ago to begin middle school instruction in 6th grade, PCS was no longer aligned with the grade-year division in those schools. Although some (mainly smaller, independent, and/or private) local elementary schools do go through 6th grade, the series of PCS diversity plans have contemplated that adding a 6th grade to PCS could help with diversity efforts in that it, among other considerations, might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

As part of the 5-year charter renewal cycle for PCS, in 2014 all references to the historic 7-12 grade alignment of the School were removed and substituted with references to “middle and high school” as long reflected in the School’s mission statement, so as to accommodate such reform. The Memorandum of Understanding with the School’s charter authorizer (the Santa Cruz County Board of Education), required approval for the service of any new grade levels, which has not been sought during the last 5 years.

The PCS Board has identified this change as an important area for making significant transition in the racial and socioeconomic diversity of the School. Specifically, the argument that the addition of a 6th grade would support our diversity goals is strongly supported by the results of a recent study conducted by the Century Foundation, which has been researching and reporting on socioeconomic school integration programs that promote economic and racial diversity as a way of fostering social mobility and social cohesion for more than two decades.² Through an analysis of approximately 5,700 charter schools across all 50 states, the study finds that the most common strategy for promoting socioeconomic integration used by districts and charters in California is increasing the number of applicants to the school lottery by using a combination of strategies, most of which include programs purposely designed to ease students’ transition into middle school. Adding a 6th grade would significantly ease this transition for many prospective PCS students by eliminating the “double-jump” they currently must endure in attending three different schools for the 5th, 6th, and 7th grades. This change will benefit all students, but especially those FTC students who would disproportionately apply to the PCS lottery from the larger public elementary schools in Santa Cruz County, which do not serve 6th grade students. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek to remove this barrier to access.

Goal 3: Board and Faculty/Staff Diversity Recruitment

Sub-goal 3.1: Board. The PCS Board sought to address the following in its member recruitment:

² Potter, H. and Quick, K. (2018). Diverse-by-Design Charter Schools. The Century Foundation. Accessed at <https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1>

(a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; (d) consider engaging a search firm to enhance diversity; and (e) provide its members access to diversity and bias training.

Status: The School worked towards these goals. For example, we held annual information sessions tailored to provide information about Board service to a diverse group that might not have information and background about the Board. Affirmative efforts were made to encourage community members to attend these annual sessions and they have been successful and well attended. We also revised the application and Board expectation materials to welcome applicants from a more diverse backgrounds, and the Board participated in diversity training.

Sub-goal 3.2: Faculty/Staff. PCS will review and revise its faculty and staff recruitment materials as well as its recruitment strategies with the goal of improving diversity.

Status: The School has followed up on this goal, and has had some noteworthy recruiting successes, particularly in the area of hiring women to teach advanced science and math courses in the curriculum, as well as hiring our first female Head of School after a nationwide rigorous search process.

Goal 4: Expand Data Collection and Assessment

Sub-goal 4.1: Data Collection/Assessment Subcommittee. The Diversity Committee sought to create a subcommittee focused on data collection and assessment. The subcommittee would: (a) draft and circulate anonymous and voluntary surveys to help gather relevant data and needs assessments, including data about PCS board, faculty, staff, and students; (b) spearhead the collection of data from students who were part of outreach programs described above and from graduating FTC students, such as SAT scores, college acceptance rates, and kinds of colleges (i.e., two-year, four-year), including information about why FTC students and families decided to apply to and attend particular colleges, and (c) gather data that allows a comparison of “success” data between PCS students and students at other schools and programs and course offerings, such as the Santa Cruz High School Math Academy and AP courses.

Status: Given the importance of these issues, and the sensitivity of some of the information, working closely with the Head of School, the PCS Board has assumed central responsibility for data collection and assessment, and this will be a central focus for the next plan period. For example, in 2018-2019 we collaborated with Dr. Sabbah to collect and analyze data on attrition, which led us to conclude that there is not a correlation at PCS between race and/or FTC status and students who leave PCS prior to graduation.

Goal 4.2: Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements.

Based on data collection and assessment, PCS aimed to consider whether diversity improvement can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve or a lottery reserve for applicants eligible for free and reduced lunch.

Status: PCS continues to evaluate how to hold a lottery that is compliant with State law and also serves PCS diversity goals. The Head of School conducted an analysis looking for any correlation between race and either FTC and/or free and reduced meal eligibility. Based on this analysis, coupled with a recent study of barriers to access in Diverse by Design schools conducted by the Century Foundation³, PCS has concluded that the most effective approach is to direct its efforts to the 6th Grade and the expansion of the First to College preference in that lottery as discussed in Part IV below.

IV. Overview of the 2020-2025 Diversity Action Plan

The 2020-2025 Diversity Action Plan has five overarching goals (A-E), which are summarized here and detailed in Section V below.

- A. Recruit More Diverse Student Population.** The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS, and to provide an additional opportunity for student support separate from the existing program and course sequence. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.
- B. Build Mechanisms for Student Support.** The Head of School will lead efforts focused on teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.
- C. Recruit Diverse School Leadership.** The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.
- D. Build an Inclusive and Supportive School Culture.** The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the

³ Potter, H. and Quick, K. (2018). *Diverse-by-Design Charter Schools*. *The Century Foundation*. Accessed at <https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1>

academic success, and social and emotional well-being of every student. This initiative will both involve investing in a staff member to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder learning.

- E. Refine Data Collection and Evaluation.** PCS plans to refine current methods and standards of gathering and analyzing data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support the students that are most heavily impacted.

V. 2020-2025 Diversity Action Plan

Plan Elements and Reporting Timeline: The 2020-2025 Diversity Plan has five mutually supporting goals, which aim to build on and expand past efforts: (A) recruit a more diverse student population; (B) build mechanisms of student support; (C) recruit diverse school leadership; (D) build a supportive and inclusive school culture; and (E) expand data collection and assessment. The Head of School will oversee the preparation of a status report addressing progress in these areas, to be submitted to the Board of Directors each December and May.

Goal A: Recruit More Diverse Student Population. The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

When PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts have now changed to begin middle school instruction in 6th grade, PCS is no longer aligned with the grade-year division in those schools. Adding a 6th grade to PCS could help with diversity efforts, in that it would reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

PCS runs a first-to-college admissions lottery that allocates 15% of 7th grade seats for students who will be the first in their family to attend college. This lottery occurs prior to the main lottery; anyone not chosen in the first-to-college lottery is then entered in the main lottery as well. As part of our efforts to analyze PCS's stated commitment to enrolling a diverse student body, we have looked at the first-to-college admissions lottery data to measure the level of diversity in the school's actual enrollment. While we recognize that a robust definition of diversity in school enrollment requires considering a variety of factors, our analysis showed, unsurprisingly, that first-

to-college admissions at PCS correlates with racial and socioeconomic diversity. In the last few years, however, the number of applicants to the first-to-college admissions lottery has not increased and remains close to the 15% of the allotted 7th grade seats. While a narrow achievement gap persists for these students according to state administered test results, that gap is decidedly smaller than the statewide equity/opportunity gaps. Fundamentally, the consideration of first-to-college in selection process has been a critical component for achieving the current level of diversity at PCS, yet moving forward we must further evaluate ways to attract an even higher enrollment of diverse students into the school.

At the current level of diversity, research has shown that it is still difficult for minority students to achieve a sense of belonging and it is challenging to reassure tolerance and cross-racial friendships among all students. A more substantial intervention, we believe, is needed. One avenue we would like to explore is to increase the number of students who gain admission via selective enrollment at the sixth grade level. As stated, similar efforts have been put in place in other charter networks successfully pursuing socioeconomic integration.

We are particularly drawn to a pilot program for sixth-graders is because it will allow PCS to attract and enroll more diverse cohorts of students, feeding more equitably from all local elementary schools, rather than the select few that currently include a 6th grade. A five-year longitudinal analysis of PCS feeder schools reveals that 30-40% of PCS 7th grade enrollment feeds from private or small schools that are not as diverse as our surrounding public elementary and middle schools. A closer look reveals that 21% of our enrollment from public feeder schools represents those somewhat less diverse public elementary sites who offer a 6th grade, which means that less than half (49%) of PCS enrollment each year feeds from more diverse public middle schools, after students have attended 6th grade elsewhere. Thus, we believe the lack of a 6th grade at PCS to be a hindrance to achieving parity with our surrounding schools and community.

This approach will also ease the transition to middle and high school, as students will transfer to PCS directly from elementary school, rather than having to transition twice between elementary, middle and high school. This opportunity would be particularly impactful for FTC students who are less likely to be transitioning to PCS from private schools, which often offer a 6th grade. Developing a 6th grade pilot program will require considerable preparation. These efforts will include an intentional turn toward a nurturing learning and social atmosphere designed to meet the needs and circumstances of younger students. Moving forward, we need more research to effectively shape our pilot program into one that encourages true equity, rather than one that simply promotes access as a single step of progress. The following specific activities will help PCS reach this goal:

1. Engage stakeholders in a discussion of the possible benefits, impacts, and hurdles in launching a pilot 6th grade.
2. Redoubling efforts with community partnerships that will yield a greater number of diverse applicants.
3. Evaluate if additional selection metrics, in addition to FTC and FRPM eligibility, may help to further diversity efforts..

Goal B: Build Mechanisms of Student Support. The Head of School will lead efforts focused on teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.

At the center of PCS's vision and mission is providing an exemplary college preparatory program, rich in academic, artistic, and multicultural opportunities. Our values statement underscores our essential belief that all students are capable of success within this rigorous academic environment, given the right supports. As PCS strives to become a more diverse learning community, we move forward with particular interest in providing a comprehensive system of student support to ensure the success of all students, with particular interest in reducing equity/opportunity gaps.

To that end, PCS will enhance services to provide Multi-Tiered Systems of Support (MTSS). As defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."⁴ By establishing an MTSS system, PCS will create greater opportunity to identify and intentionally respond to students' individual learning needs with necessary services and supports.

PCS will continue to build the capacity of faculty and staff to meet the needs of diverse learners by engaging in professional learning focused on culturally responsive pedagogy, Universal Design for Learning, Social and Emotional Learning, and instructional strategies appropriate for variable learning needs.

To specifically support the needs of our first-to-college students and their families, PCS will partner with Advancement Via Individual Determination (AVID), a non-profit organization with over 30 years' experience in reducing achievement gaps and attaining success for low-income, first-to-college students. AVID training, resources, and consultancy will assist PCS in embedding academic supports and services to meet the needs of the diverse students we seek to attract and retain.

The following specific activities will help PCS reach the above goal:

1. Enhance Multi-Tiered Systems of Support (MTSS), including:
 - a. Grade Level Team meetings
 - b. Student Success Team (SST) process
 - c. Academic support for students in all grades
 - d. Social-emotional/mental health learning and support for students in all grades

⁴California Department of Education, Multi-Tiered Systems of Support, accessed at <https://www.cde.ca.gov/ci/cr/ri/>

2. Professional Development focused on culturally responsive pedagogy, Universal Design for Learning, and instructional strategies to support the success of diverse learners
3. AVID Partnership
 - a. Professional development for PCS faculty and staff on schoolwide structures and strategies that accelerate student learning and close achievement gaps
 - b. Access to resources, materials, and consultation services proven to support the success of first-to-college students
 - c. Parent education materials and strategies, targeted to support for first-to-college students and their families
 - d. Network of support with other regional AVID programs, including those active in Santa Cruz County middle and high schools
 - e. Investment in dedicated tutors to support first-to-college students

Goal C: Recruit Diverse School Leadership. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.

As PCS seeks to increase student diversity, we recognize the benefits of recruiting and retaining a more diverse faculty and staff. According to 2018 study, "increasing teacher diversity is a very important strategy for improving learning for students of color and for closing achievement gaps."⁵ While PCS recognizes that all students benefit from learning in a more diverse school environment, research suggests "the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent."⁶

PCS has traditionally recruited teachers and staff primarily by posting openings on EdJoin and the Employment portion of the school website. A significant departure from this norm was the recent Head of School search process, for which PCS Board of Directors engaged an Executive Search Consulting firm, in order to deliver a diverse slate of highly-qualified candidates. With similar intent, PCS will use a variety of outreach and recruitment strategies to find diverse candidates qualified for future positions.

The following specific activities will help PCS reach the above goal:

1. Outreach and communication with local teacher preparation/credential programs
2. Participation in regional teacher recruitment fairs
3. PCS representation in forums and networks focused on diversity in education

⁵Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁶Ibid

Goal D: Build an Inclusive and Supportive School Culture. The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative may expand classified staff hours to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder development.

Additional deliberate action will be needed to build a more diverse, equitable, and inclusive school community. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to DEI. To do this, PCS will continue to engage outside expertise and consultation to support and expand a multi-year learning process for the Board, teachers, staff, parents and students.

The following specific activities will help PCS reach the above goal:

1. Diversity, Equity & Inclusion Consultancy. PCS will provide a series of learning opportunities for staff and stakeholder groups regarding DEI. This will take a variety of forms including targeted support from outside expertise to guide us, professional learning for the Board, and faculty and staff, as well as student and parent engagement.

2. Dedicated Staffing. We may augment prior classified staffing to extend outreach and recruitment efforts, and to include student and family engagement to further support and retain diverse students and families.

3. Student Leadership & Engagement. PCS will identify an annual cohort of student leaders who will receive targeted DEI training to serve as mentors and leaders for positive school culture building at PCS (e.g. SV Faces Camp Everytown or similar), Student Voices (Head of School advisory and action committee).

4. Integration of DEI in Curriculum and Instruction. Building on the intentional work PCS teachers have done to infuse DEI awareness and strategies in curricula and learning strategies, academic departments and teachers will continue to enhance instruction by identifying resources, materials, and learning opportunities that will intentionally reflect PCS's value for diversity and inclusion.

Goal E: Refine Data Collection and Assessment. PCS plans to refine current methods and standards of gathering data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support students with demonstrated achievement gaps.

In recent years, closing the achievement gaps between different groups of students has become the focus of state policy. PCS will continue to build on this research by expanding and refining our own research about classroom-level practices associated with increased student performance, with an aim to close any identified achievement gaps at PCS. We plan to survey current policies and practices in order to provide better teacher support for use of classroom data.

The following specific activities will help PCS reach the above goal:

1. Professional Development for Teachers. We plan to use data assessment to help teachers understand skill gaps of low-achieving students and receive professional development on linking low-performing student data to instructional strategies.
2. Create a Roadmap to Close Achievement Gaps. We will can establish reasonable roadmaps to achieve our vision, setting measurable goals for each racial or socioeconomic subgroup to close the achievement gaps. Efforts to collect and analyze data more effectively might include contracting with a school data specialist or other outside consultants pending resource availability.

While the school collectively strives toward improving multiple measures of student performance, we will also incorporate progress targets directly into department and individual teachers' professional goals. With measurable goals, the phrase "closing the gaps" becomes less aspirational and will give departments and teachers concrete opportunities and accountability mechanisms. We will provide resources and support to accelerate the learning of low-achieving students while continuing to improve achievement for all. We will provide teachers with access to frequent, diagnostic assessments and high-quality professional development, including coaching and collaboration time with colleagues. This will allow teachers to use data to make significant improvements to curriculum and instruction in order to close achievement gaps.

VIII. Appendix A – Relevant Data

A. Measurements of Diversity

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City Schools High Schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue seeking to monitor this important basis of comparison. In recognition that a diverse student body is critical to an excellent education, PCS will continue its efforts to achieve diversity in all areas, including race, ethnicity, socioeconomic status, sexual orientation, and gender identity/expression.

B. Diversity Index Data/Tables

The tables below show multi-year trends in PCS student racial demographics as well as student socioeconomic status. PCS is encouraged by continued growth in the diversity of the student population as measured by these two indicators. PCS will continue to focus on outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate their success once enrolled.

1. Percentage of PCS Students Reported as Hispanic/Latino

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %
2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6 %
2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	37.5
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	28.2
2017-18	17.6	5.4	17.4	16.5	15.1	16.7	15.5	27
2018-19	10	18.3	5.4	15.2	17	16.7	13.8	TBD

2. Percentage of PCS Students Reported as White

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	86.3	73.9	69.7	74.7	75.3	81.8	76.5	58.4 %
2011-12	65.9	71.6	72.7	67.1	72.6	72.7	70.4	56.0 %
2012-13	65.9	65.5	72.3	72.6	70.6	76.8	70.6	54.1 %
2013-14	64	64.8	63.6	69.4	66.6	72	66.6	52.6 %
2014-15	71.4	67.4	69.0	70.0	75.5	66.2	69.9	52.9 %
2015-16	75.0	73.6	72.2	68.0	68.0	73.2	71.8	52.9
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	61
2017-18	61.5	79.3	75	64.8	65.6	70.5	68.3	60.5
2018-19	73.3	64.5	79.3	78.3	62.5	72.2	70.6	TBD

3. Percentage of PCS Students Reported as Eligible for Free and Reduced Lunch

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	1.2	0	3.4	3.5	3.8	27.3	5.2	35.5 %
2011-12	1.1	3.4	5.8	7.1	6.0	13.2	5.9	32.5 %
2012-13	2.3	10.3	4.5	8.4	7.0	9.8	7.0	32.5 %
2013-14	5.7	1.1	0	0	0	2.5	1.6	36.5 %
2014-15	8.8	5.6	2.3	3.8	1.4	2.8	4.3	40.3 %
2015-16	4.4	11	5.6	2.5	4	4.2	5.4	TBD
2016-17	8.7	7.8	13.2	11.8	5.8	2.7	8.5	TBD
2017-18	9	11	13	15	13	8	11.5	32.1
2018-2019	11	7.5	9	11	15	15.5	11.3	TBD

4. First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 2018-2019)									
	GPA		% who Met or Exceeded the Standard on CAASPP						% of AP Exams with 3, 4, or 5
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	
2017	2.62	2.965					83% (n=6)	50% (n=6)	85% (n=21)
2018	2.45	2.76			60% (n=10)	50% (n=10)	88% (n=8)	75% (n=8)	58% (n=12)
2019	3.057	3.338			60% (n=10)	50% (n=10)	88% (n=10)	75% (n=10)	63% (n=23)
2020	2.494	2.777	75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			61% (n=18)
2021	2.640	2.934	29% (n=7)	29% (n=7)	43% (n=7)	29% (n=29)			75% (n=8)
2022	2.832	3.738	75% (n=8)	50% (n=8)	83% (n=6)	50% (n=6)			

5. PCS Student Diversity Results

Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**		Hispanic Students	
2019-2020	545	45	8.3%	79	14.6%
2018-2019	545	44	8.3%	75	13.8%
2017-2018	537	39	7.2%	83	15.5%
2016-2017	522	41	7.9%	80	15.3%
2015-2016	518	36	7%	74	14.3%
2014-2015	508	33	6.4%	82	16.1%
2013-2014	504	26	5%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

* Starting enrollment as of the first Wednesday of each October.

** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined.

6. 2017-2018 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	23	726

San Lorenzo Valley Middle	26	538
Scotts Valley High	32	802
Scotts Valley Middle	30	562
Pacific Collegiate School	34	537
Aptos High	40	1,478
Mission Hill Middle	44	615
Santa Cruz High	40	1,062
Branciforte Middle	42	482
Soquel High	42	1,155
Harbor High	40	926
All Santa Cruz County public schools	39	40,393

2017-2018 scores from the California Department of Education's (CDE) state-wide Ethnic Diversity Index (EDI) web site (<http://www.ed-data.org/>) for selected Santa Cruz County middle and high schools. The CDE recognizes seven racial categories. EDI values close to 100 indicate a school has a fairly even distribution of students among the seven categories. Numbers closer to 0 indicate that students are predominantly from a single racial group.

For the March 2011 admissions process, PCS received 24 applications for the Pilot FTC Lottery. With 56 seats available in 7th grade in 2011, the Principal directed school staff to set aside six seats for Pilot FTC Lottery applicants, leaving 18 on the Pilot FTC Lottery wait-list. Four of the 24 Pilot Lottery applicants were of Hispanic origin. One of the wait-listed Pilot FTC Lottery applicants was admitted to the 7th Grade via the larger general lottery and two more of the Pilot FTC Lottery applicants were subsequently admitted to 7th grade from the regular wait-list in the months following the lottery. The outcome was that nine of the 24 students who sought admission to PCS via the Pilot FTC Lottery program earned seats in 7th grade for the 2011-2012 school year; one more entered post-lottery for a total of 10 FTC students. Despite that outcome, the result of the lottery was that none of the Hispanic applicants were offered admission through the combined lottery process.

Regarding FTC student retention for this initial FTC lottery cohort, six of the initial 10 students have continued on to become current seniors (in the current 2016-2017 school year), a 60 percent retention which is identical to the retention for this senior class as a whole starting from 7th grade. However, it should be recognized that one or a few students in such a small group has a large effect on the percentage calculations and that year-to-year trends are more significant than any one year percentage. It should also be recognized that students leave schools

for a variety of reasons, some beyond their control or academic performance.

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21 applications for the second FTC Lottery, 10 of which came from applicants of Hispanic origin. With 50 seats available in 7th grade in 2012, the Principal directed school staff to set aside five seats for FTC Lottery applicants, leaving 16 on the FTC Lottery waitlist. Of the five FTC Lottery applicants admitted, three were Hispanic. Five of the students who were waitlisted for the FTC Lottery were subsequently admitted through the general lottery. Thus, 10 of the 21 applicants to PCS via the FTC Lottery program (eight of whom self-identified as Hispanic) earned seats in the 2012-2013 incoming 7th grade class. That represents a statistically distinct result, as compared to the incoming 7th grade class generally, and suggests that the FTC Lottery project (which will affect the cultural and socio-economic diversity of the school by admitting on a preferential basis a cohort of students that would be the first in their family to attend college) also is having an impact on racial and ethnic diversity at PCS. Retention data for this cohort, and future cohorts, will be included in future reports.

The March 2015 lottery (class of 2021) received 264 total applications for 7th grade, including 15 applications for the FTC lottery. Five seats were set aside for FTC lottery. Of the 5 students receiving the FTC seats, only one identified as Latino and they declined to enroll. Two other FTC students received seats through the general lottery, and one of those applicants identified as Latino. Two FTC siblings were also enrolled, both identifying as Latino. Currently 6 of these 8 FTC students are still enrolled at PCS. Neither student who left PCS identified as Latino.

The March 2016 lottery (class of 2022) received 231 total applications for 7th grade, including 13 applications for the FTC lottery. Six seats were set aside for the FTC lottery. Of the six students receiving the FTC seats, only one identified as Latino. No other FTC applicants received a seat in the general lottery. Currently 4 of the 6 FTC students are still enrolled at PCS, including the one FTC identifying as Latino.

The March 2017 lottery (class of 2023) received 258 total applications for 7th grade, including 16 applications for the FTC lottery. This was the first year that PCS began using a lottery software from Smart Choice Technologies, Inc. making some additional application information now accessible. Of the 16 FTC applicants, one was a sibling of a currently attending student, and 7 of the remaining applicants did not attend a required Lottery Information Meeting which would have made their application eligible to go into the lottery. Consequently, only 8 FTC applications were actually submitted for the FTC lottery. Six seats were held for the FTC lottery. One of the six applicants receiving an FTC seat identifies as Latino. One additional FTC applicant received a seat in the General Lottery. Currently, of the 8 FTC applicants receiving seats, only 4 are currently enrolled including the applicant that identifies as Latino. The FTC sibling declined to enroll after the lottery.

The March 2018 lottery (class of 2024) received 256 total applications for 7th grade, including 22 applications for the FTC lottery. Of the 22 FTC applicants, 3 were siblings of currently attending students, and 5 applicants did not attend the required Lottery Information Meeting. The total number of applicants eligible for the FTC lottery were 14. Seven seats were

set aside for the FTC lottery. Of the 7 FTC applicants receiving a seat, one student identifies as Latino. One additional FTC applicant received a seat in the general lottery and also identifies as Latino. From the 11 students receiving FTC seats, 9 are currently enrolled. One student identifying as Latino dis-enrolled.

The March 2019 lottery (class of 2025) received 272 total applications for 7th grade, including 25 applications for the FTC lottery. Of the 25 FTC applicants, 4 were siblings of currently attending students and 3 of these siblings identified as Latino. Five FTC applicants did not attend the required Lottery Information meeting. The total number of applicants eligible for the FTC lottery were 16. Ten seats were set aside for the FTC lottery. Of the 10 applicants receiving FTC seats, only 1 identified as Latino. Four additional FTC applicants received seats in the general lottery, with two identifying as Latino. One of these 4 FTC applicants declined to enroll after the lottery.

D. WASC Plan Diversity Goals

Action Item 2: Increase academic support to First to College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration

E. 2015-2018 Strategic Plan Diversity Goals

2. Foster a positive school culture to enhance student engagement.
- 2-B. Continue to increase diversity at every level within the school community.

VII. Appendix B – Detailed Review of Past Diversity Plans

Review of 2006-2011 Diversity Plan and Progress

The original 2006-2011 Diversity Plan included six elements. Those elements, and the progress made on those ideas since that time, are as follows:

1. Retention of Outreach Coordinator. In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator. The original PCS Outreach Coordinator served in that capacity until the end of the 2015-2016 school year. The Diversity Committee expended significant efforts on recruitment for this position in the fall of 2016, which resulted in the hiring of a new Outreach Coordinator in December 2016.

2. Creation of Diversity Oversight Committee. In 2006, a Diversity Oversight Committee was created and empaneled as an advisory committee reporting to the PCS Board of Directors. The Diversity Oversight Committee replaced the Diversity Task Force, which had been formed in 2005, which was preceded by the Diversity Education and Outreach Committee, established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3. Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where families of diverse backgrounds might be reached.⁷ The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.⁸ Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not able to access information via the Internet.

4. Development of Pilot “First to College”(FTC) Program Affecting PCS Lottery. The

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combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.⁹

In the spring of 2009, the PCS Board of Directors approved a proposal for a pilot lottery program to address student diversity. The PCS Pilot FTC Lottery Study began with the admission lottery for the 2011-2012 school year. The program set aside either 10% of available slots or five seats, whichever number was greater, for applicants to 7th grade who would be the first in their family to attend college. (For purposes of this program, a 'first-generation college-bound' applicant is defined as one whose parents' or chief guardians' highest level of education is less than an Associate's Degree.) Also, students applying through the FTC lottery who were not admitted were then added to the general lottery, effectively giving them two chances at admission. For the 2011-2012 year, the FTC Lottery received strong interest but the outcome of the lottery did not directly result in an increase of Hispanic student admissions. However, the following year, the FTC Lottery did increase the admission of Hispanic students. (See section VII.C.)

5. Programs for Student Support. Since approximately 2004, PCS staff have been meeting monthly to identify at-risk students and provide them with the appropriate resources/support. At these meetings, teachers share observations about students and develop action plans for support. In some cases, students are referred to the Student Support Team for additional support.¹⁰ Study hall is available for students before and after school and throughout the day, with computers available. Peer tutors, supervised by a member of the faculty, are available in afternoon study hall Monday-Thursday until 4:30 p.m.

In 2011, PCS refined its "7th/8th Academic Support" position, a job that focuses exclusively on working with 7th and 8th grade students who need additional help outside of the classroom. The position had originally been coupled with classroom teaching. Also in 2011, PCS implemented an advisory system structured around 35-minute periods every Friday and every other Tuesday. Advisory periods provided students with a safe, inviting place to build a relationship with peers and an adult at the school (either a teacher or administrator) who was there to talk about subjects outside of the regular curriculum. The function of advisory was, among other things, to ensure that no student "slips through the cracks." Advisors were required to do regular, one-on-one check-ins with students pertaining to both academic and social issues. As discussed below, in the 2015-2016 school year, the Advisory program was changed to a Seminar program.

In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students

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have also opted to attend. The program's organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

6. School Culture and Mentoring. A late summer program called Academic Base Camp was instituted in the summer of 2005 and continues to be offered to introduce students to the PCS environment and prepare students for the rigorous curriculum in 7th grade. Typically starting about three weeks before the first day of classes, Base Camp targets approximately 50 incoming 7th grade students who, based on assessments in Math and English administered during the previous spring, have been identified as potentially needing support in one or both of these critical academic areas. Students meet in two English classes and two Math classes, reviewing skills and strategies with four members of the PCS faculty. Most Base Camp participants describe the experience as important to having a successful launch at PCS. Despite the loss of state funding for the program, PCS continues to budget for the Base Camp experience. As discussed below, Base Camp was expanded in 2015 to support high school students enrolled in AP classes.

Beginning in the 2012-2013 school year, PCS offered incoming 7th grade students an elective course called Study Skills & Technology (SST). The course focused on the introduction and practice of the types of academic tasks students can, and should, expect to encounter during their time at PCS. Finding that it was an important part of a successful adjustment to the PCS program, the SST course became mandatory for incoming 7th graders in the next school year.

PCS participates in the nationwide WEB ("Where Everyone Belongs") Program, an organization whose purpose is to help students feel more comfortable as well as help them achieve success in their first year of PCS. The WEB 7th grade orientation and transition program is designed to both welcome and support 7th graders by assigning them a high school WEB Leader as a mentor during this first year. This WEB Leader is a responsible older student who was hand selected from a large pool of applicants and has met the qualifications of being a good role model and a positive leader on our campus.

2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.¹¹ Those measures, and the progress made on each, is as follows:

1. Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a tutoring program with Barrios Unidos. Children in grades kindergarten to 12th grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016

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year, about 20 students from Beach Flats and an additional 20 students from the Live Oak community participated and there was a waitlist of about the same numbers from each community to join the program, the total number participating being limited due to transportation issues. The program has been a tremendous success, although Barrios Unidos has found it challenging to continue transportation funding.¹² In conjunction with the tutoring program, PCS has been involved in potluck community events with Barrios Unidos parents. The events have been at both PCS and in the Beach Flats Community Center.¹³ Through both the tutoring program and the community events, families who might not have even been aware of PCS have now been introduced to PCS in a positive and welcoming manner, and some of those families have applied for the PCS lottery.¹⁴

2.Improvement and Refinement of Mentoring and Support of Students and Families. The PCS Tutorial program was instituted in 2014 and has been widely utilized by students for academic support. During Tutorial periods, which are on Wednesdays and Thursdays, students may drop in and consult with any teacher for help in making up missed work and for extra assistance in areas where the student may be struggling. In 2015, PCS introduced the Seminar program (replacing the Advisory program) in which PCS faculty and staff teach once-a-week “courses” on topics of interest to them and students. The courses have been extremely diverse, including yoga, vegan baking, board games, creative writing, philosophy, a capella, documentary analysis, journalism, and knitting. Students select their Seminar each semester and get the opportunity to know a faculty or staff member on a more personal level. This program has been popular with students and continues the spirit of the Advisory program in that it fosters relationships between students and faculty members.

In 2015, PCS began a program called the AP Base Camp to help incoming 10th through 12th grade students prepare for the Advanced Placement (AP) courses and exams specifically and the increased academic expectations of the upper grades in general. The AP Base Camp is an 8-day program held over the summer for two hours per day. The program focuses on the skills of reading a textbook, outlining, and preparing for quizzes/assessments. Up to 50 students may enroll, and preference is given to new students as well as those recommended by teachers.

College Test Prep resources were offered for the SAT and ACT tests beginning in the 2014-2015 school year, and in 2015 these resources became free to all students. The PCS college counselor provides financial aid workshops for parents and helps families prepare the Free Application for Federal Student Aid (FAFSA).

3.Evaluation and Refinement of Lottery. In 2014, the PCS Board of Directors permanently adopted the FTC Lottery, based on the results of the PCS FTC Pilot Lottery Study, with amendments adopted following discussions during the COE Board of Education Trustees’ Charter School Committee meeting on October 7, 2014. Pursuant to the October 2014

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Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pacific Collegiate School	Maria C. Reitano Head of School	maria.reitano@pcsed.org (831) 479-7785 Ext. 3102

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Academic support meetings for all First to College students 19-20 Meet at least once with all FTC students, with more meetings scheduled as needed. Baseline In 2016-17, Student Support Team members met with all FTC students at least once.	Academic Advisors met with all FTC students at least twice during 2019-2020 to review academic progress and course selections, with many additional meetings scheduled as needed.
Metric/Indicator Advanced Placement Exam pass rate of graduating FTC students. 19-20 AP pass rate comparable to general student population. Baseline For the class of 2017, FTC seniors had an AP pass rate of 88%, compared to 85% from the general population.	For the class of 2020, FTC seniors had an AP pass rate of 55%, compared to 77% from the general population. AP participation and pass rates for all students - and particularly among FTC students and low-income families - may have been significantly affected by learning disruptions and school closure caused by the coronavirus pandemic.
Metric/Indicator CAASPP scores of FTC graduating students. 19-20 CAASPP scores comparable to general student population. Baseline	For the class of 2020 FTC seniors (participating in CAASPP testing as 11th graders in 2019): Math 50% meeting/exceeding vs. 83% general populations ELA 100% meeting/exceeding vs. 96% general population

Expected	Actual
For the class of 2017 FTC seniors: Math 50% meet/exceed vs. 68% general population. ELA 83% meet/exceed vs. 68% general population.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan.	1000-1999: Certificated Personnel Salaries LCFF \$3,708	1000-1999: Certificated Personnel Salaries LCFF \$3,791
FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals.	3000-3999: Employee Benefits LCFF \$1,023	3000-3999: Employee Benefits LCFF \$1,045
Parent Education events to discuss college application process.	2000-2999: Classified Personnel Salaries LCFF \$1,840	2000-2999: Classified Personnel Salaries LCFF \$1,949
Form a peer to peer network for both the FTC students and their parents.	3000-3999: Employee Benefits LCFF \$587	3000-3999: Employee Benefits LCFF \$590

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers and staff.

Based on variances in number of FTC students and salaries/benefits, we spent \$223 more than budgeted in providing support services and academic advising to all PCS students, and FTC students in particular. These funds were allocated to certificated and classified support staff salaries and benefits in order to ensure adequate academic advising and support.



Pacific Collegiate School

A Public Charter School

October 21, 2021

Annual Plan for Special Needs, Section 504, and EL Students

I. Students With Special Needs

A. Program Description

To ensure program effectiveness and educational benefit for students with special needs receiving special education services at Pacific Collegiate School (PCS), our team uses fundamental measurement practices of student outcome, as outlined by the California Department of Education.

As students progress through the referral to assessment processes, outlined within the PCS charter document, and are determined to meet Special Education eligibility criteria due to identified unique needs, measurable goals are developed through the Individual Education Plan (IEP) process. These goals are designed specifically to address the unique learning needs of the student as expressed through the assessment results and are paired with the appropriate supportive services. Services are then planned to support progress in all goals developed and in the general curriculum. In addition, such services are designed so that students are able to participate in extracurricular/non-academic activities and be educated with peers both with and without disabilities. With each review period (i.e., grading periods, Annual and Triennial IEP reviews), the progress of each student is assessed relative to overall academic progress and needed accommodations, and program adjustments are made accordingly.

In determining educational benefit, PCS operates under the 2017 *Endrew F.* decision. PCS provides a Free and Appropriate Public Education (FAPE) to qualifying students with an IEP in the least restrictive environment to the greatest extent possible.

In reasonably calculating educational benefit, the primary measure of assessing success is based on student progress on goals. Other factors include but are not limited to other sources of data/evidence which illustrate student achievement or growth and progress such as the following:

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- Achieving passing grades (C- or above),
- Advancing from grade to grade,
- Improving scores on district and statewide assessments,
- Graduating with a diploma.

Confounding factors also taken into consideration include the student's individual needs, ability level, and overall potential. For each student, however, the IEP Team must consider educational benefits on a case-by-case basis. Through practice and procedures, adjustments are made accordingly for each student. In various instances, alternative steps taken by the IEP Team in assisting the student to achieve educational benefit have included:

- Re-addressing student goals,
- Providing teachers with updated Student Profile Sheets, which defines the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, projected IEP meeting date,
- Providing on-going collaboration between the special educator and general educator in monitoring student progress and implementing defined accommodations,
- Having student attend subject level support sessions after school,
- Having student meet with the core teacher(s) during Tutorial Periods and office hours for individual support and tutoring,
- Implementing various accommodations within the general class environment, such as, but not limited to, preferential setting, using computerized technology and supplemental materials, YouTube as well as CDs and DVDs to supplement core text, extended time on tests and projects, test retakes, oral testing flexible testing environments, etc.,
- Having student complete study packets for core subjects,
- Having student use differentiated learning texts, workbooks, and tests,
- Having student retake a failed class,
- Allowing the opportunity for student to retake a failed class through another institution or on-line program, per parent choice,
- Giving students the option of taking American Sign Language in meeting the 3-year World Language requirement,
- Providing instruction in and allowing student to utilize computer technology and software programs,
- Placing the student on an Academic Contract for extended learning during summer months,
- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an adjusted grading criteria,
- Counseling with students and parents in reviewing the course of study and following transition practices, if such direction is taken,
- Increasing Special Education service time for the student,
- Reassessing needs of the student, and if qualifying, considering additional Special Education services.

B. Current Status

As is somewhat common at the beginning of a new school year, there was some movement of students, who were deemed eligible for services through various Special Education Programs: Resource Specialist, Workability (Secondary Transition), Speech and Language, and Deaf/Hard of Hearing. Three students with IEP graduated from PCS in 2021. One is attending a four year university and two are attending a local community college with plans to transfer to University in the future. One student disenrolled to attend a private military academy and one disenrolled to attend another charter school in our county. We welcomed 10 new students with IEPs this year: eight in seventh grade, one in eighth grade, and one in eleventh grade.

PCS currently has 31 students with IEPs for the 2021-22 school year. Additionally we have two initial evaluations in progress.

- As a means of protecting student privacy, since the total special education student population is small, data is shared with the IEP team for each individual student, not by group data calculated by grade or age.
- As a means of protecting student privacy, since the total special education student population is small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the IEP process, such student data is monitored and reported in the student's Annual and Triennial IEPs with the student's individual needs, ability level, and overall potential taken into consideration.
- Currently, all students with an IEP are on track to earn a diploma.
- To date, all but one student who have received Special Education services through PCS have graduated with a diploma. All students, however, have entered a post-secondary institution of learning. Through Workability Services, PCS tracks such data for all graduates for the first year after graduation from high school.

C. Program Evaluation

PCS monitors the progress of students with IEPs using multiple performance outcomes: progress toward IEP goals, CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

II. Section 504 Students

A. Program Description

When a student demonstrates an objectively identified physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, PCS adheres to the provisions within Section 504 of the Rehabilitation Act of 1973 in addressing learning needs. The Section 504 Team assesses the educational impact and actions needed such that the student has meaningful access to learning within the general curriculum. This group of persons, each of whom is knowledgeable about the student and has an understanding of the evaluation data and placement options, meets and creates an accommodation plan. Typical education accommodations are addressed with responsibilities outlined for the student, parent and educational staff, alike. All Section 504 Team participants and current-year teachers receive a copy of the student's Section 504 Plan.

As with other special needs populations, reasonable calculation of the educational benefit is determined/ reviewed annually once accommodations have been implemented, and there is an assurance of the delivery of a Free Appropriate Public Education. Measures applied in assessing educational benefit for the student include:

- Achieved passing grades (C- or above),
- Advanced from grade to grade,
- Benefitted from accommodations defined within the 504 Plan,
- Improved scores on district and statewide assessments,
- Graduated with a diploma.

The individualized Section 504 Plan is reviewed annually by the 504 Team and is continued until it is determined that the student can progress without the needed accommodations or the student transfers to another institution or graduates.

B. Current Status

PCS is currently serving a total of 32 students with Section 504 Plans. Of these 32 students, 26 are returning students, 3 entered PCS with active Section 504 Plans, and 5 PCS students were assessed and found eligible for Section 504 Plan accommodations. One student was made eligible for 504 services so ended their IEP plan near the beginning of this school year, one student rescinded their 504 services after the year started, and one student moved out of the area and left PCS on October 22, 2021. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of 32 PCS students with 504 Plans this fall:

- As a means of protecting student privacy, and since the total student population with Section 504 plans is small, data is shared with the 504 Team for each individual student, not by group data calculated for grade or age.
- As a means of protecting student privacy, since the total Section 504 student population is relatively small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the

504 Team process, individual student data is monitored regularly and reviewed annually, taking into consideration the student's individual needs, ability level, and overall potential.

- Currently, all students with a Section 504 Plan are on track to earn a PCS diploma.

C. Program Evaluation

PCS monitors the progress of students with 504 plans using multiple performance outcomes: CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

III. English Learners

A. Program Description

In accordance with Title VI of the Civil Rights Act of 1964, students who are English Learners are given appropriate support, effective resources, and academic-based evaluation to ensure success. Potential English Learners are administered the English Language Proficiency Assessments for California (ELPAC) Initial Assessment within 30 days of initial enrollment. Students who have been previously identified as English Language Learners are administered the ELPAC Summative Assessment annually in the spring until they are reclassified as fluent English proficient (RFEP). RFEP students are monitored at every six-week grading period for four years following their reclassification date and given academic support on an as-needed basis. EL students receive both designated and integrated English Language Development (ELD) instruction and academic support services until they are redesignated according to PCS's Reclassification Policy. This includes a full period of designated ELD (265 minutes) each week, provided by a credentialed ELD teacher. EL students also receive at least 45 minutes of supplemental academic tutoring and support per week.

The PCS Reclassification Policy aligns with the California Department of Education's Reclassification Guidance for 2019-20; it includes one state criterion (an Overall Score of 4 on the ELPAC), and three local criteria. The local criteria are: (1) English/Language Arts Proficiency comparable to that of their English-speaking peers, as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) *or* a score of at least 3 on an English or History Advanced Placement Exam *or* demonstrate proficiency on a calibrated grade-level writing sample (History Dept. DBQ; English Dept. Writing Assessment); (2) Teacher Evaluation, including, but not limited to a semester grade of a C or better in English, History, and Science; (3) Parent Opinion and Consultation. Only students who meet all four criteria are reclassified.

A student who qualifies for EL services is provided direct and integrated instruction/support by (an) English-language authorized staff member(s) within the general education environment and in designated settings. For all EL students, the Designated ELD instruction provided is to students in a small class, aligned with the California English Language Development Standards, and guided by formal and informal assessment findings. Content-area teachers use integrated ELD strategies to help ELs access course content. When appropriate to support the work of Emerging English Learners, students are provided with texts and materials in their primary language.

Texts and curricular materials to support Designated ELD at PCS include Houghton Mifflin Harcourt's *English 3D* program, *Writable for English 3D*, *Launch to Literacy*, *Link to Literacy*, and *EduCeri*. Instructional programs and materials to support Integrated English learning include Sadlier's *Vocabulary Workshop* series, abridged novels, differentiated core curriculum, *Writer's Workshop*, and a supplemental ELA Intervention Lab.

Instructional focus for ELs in Designated ELD is aligned with and based on English Language Development Standards: Interacting in Meaningful Ways, How English Works, and Using Foundational Literary Skills. As EL students move through the ELD Level Proficiency Continuum (Emerging, Expanding, Bridging), supports are adjusted accordingly.

Students who qualify for Special Education, and who are also designated as EL, receive specialized academic instruction through the Special Education Department while participating in the general education curriculum course for core academic studies, in the general education environment and in designated settings. These dual-diagnosed students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs.

B. Current Status

For the 2021-2022 school year, PCS has eight English Learners and seven Reclassified English Fluent Proficient (RFEP) students who are still within the four-year monitoring window. Three ELs are ninth graders, two are eighth graders, two seventh graders, and one exchange student. There is one eleventh grade, one ninth grade, two eighth grade, and three seventh grade RFEP students within the monitoring window. Two RFEPs exited the monitoring program in September 2020, and another in May 2021 because they reached the end of their monitoring period and demonstrated academic proficiency in all content areas with no additional support. EL students receive standards-based Designated ELD instruction (as described above) for 265 minutes a week. They also receive at least 45 minutes of academic tutoring and homework help per week. Additional academic tutoring and after-school homework support is available to English Learners or RFEP students who demonstrate a need in any core subject area.

C. Program Evaluation

As previously described, PCS monitors the progress of our English Learners using multiple performance outcomes: ELPAC growth, CAASPP and/or iReady growth, and growth on local

assessments. These measures are also used for program evaluation. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes and individual interviews with students and parents to evaluate our program and identify areas for improvement.

PCS continues to provide necessary accommodation and support for students with IEPs and 504 plans, as well as English Learners. We will continue to carefully monitor student progress toward learning goals, and overall program effectiveness.

PCS staff associated with the compilation of data and writing of this document:

- *Maria Reitano, Head of School*
- *Jessica Alvarez-Patterson, Director of Special Education and School Psychologist*
- *Todd Harrison, Vice Principal/Dean of Students and Section 504 Coordinator*
- *Lauren Friend, Faculty Dean*
- *Valeria Miranda, EL Coordinator*
- *Caitlin Spohrer, ELD Teacher*
- *Isaac Valdez, School Counselor*

Chapter V: School-wide Action Plan

Critical Learner Need 1: Develop PCS' new school site in a manner that is consistent with the school's Charter.

Rationale

After sixteen years of leasing temporary space including ten years at the current site, Pacific Collegiate School's move to a new building site is a major event in the school's history. The move presents many great opportunities. This will be the first time the school has occupied a space with a sense of permanence and ownership. In contrast to the first two locations, the new building has been specifically designed to fit PCS' educational program. Additionally, as a major remodel, we have the opportunity to move into a space that is modernized both for technology and comfort and safety.

There are many challenges associated with the new location, aside from the logistics of moving a 500 student school and all of the associated infrastructure. As we look closely at the core statements of our Charter, it will be important to ensure that our facility provides the opportunities to continue and enhance the things that make PCS unique. In particular, we need to develop a plan to have the facilities to support the Visual and Performing Arts, provide opportunities for students to engage through current technology, provide opportunities to engage in advanced and sometimes non-classroom-based educational experiences, and have open spaces for students to be active and socialize. In many ways the new building represents a significant upgrade, and in others there are gaps that need to be addressed.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 2

PCS Graduates are well-educated in the visual and performing arts.

School-wide Learner Outcome 3

PCS Graduates are technologically literate and prepared for life in the 21st Century

Action Item 1: Complete renovations and relocation to allow PCS students to begin using the new building by the end of the 2016 academic year.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Complete renovations of the building	Administration Governing Board	Deadlines established with contractors City inspections	August 2015	City approval to occupy the building
Move furniture, equipment and resources from existing location to the new site	Administration Faculty/Staff	Contract established with moving vendor	August 2015	Beginning of occupancy
Unpack and setup new building for use by students	Administration Faculty/Staff Students Families	Dates set for adequate time between move and occupancy	August 2015	Facility ready for student use
Begin classes and utilize the new facility	Administration Faculty/Staff Students Families	Classes begin at new site	August 2015	Students occupy and utilize new facility for classes

Action Item 2: Develop new facility that supports and advance the Mission and tradition of a strong, rich and varied visual and performing arts program for PCS students.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated traditional and digital visual arts studios/classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated visual arts exhibition spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated performance classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities

Establish dedicated rehearsal and performance spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Identify and locate facilities Secure funding and resources	2016 to 2017	Report to Governing Board Governing Board Approval Students utilize facilities
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Action Item 3: Create necessary computer and science labs to fully integrate 21st century technology into the school's curriculum.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated classroom space for engineering classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated classroom space for computer science classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated lab space for science classes.	Administration Science Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities

Action Item 4: Develop opportunities for students to interact with and learn from the natural resources of the school's new location.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Provide resources, space, and opportunities for students to get exercise and physical activity during the school day	Administration Faculty/Staff	Investigate opportunities for students to use the the new location's and neighborhood's resources for exercise and physical activity	2015 to 2016 ongoing	Develop curricular and co-curricular programs for exercise and physical activity
Provide resources, space, and opportunities for students to engage with, study and learn from the environment	Administration Faculty/Staff	Investigate opportunities for students to use the resources of Natural Bridges State Park during classes such as AP Environmental Science, AP Biology, Visual Arts and others	2015 to 2016 ongoing	Develop curriculum that includes use of local natural resources

Critical Learner Need 2: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.

Rationale

A question that continues to surface at PCS among Faculty and Staff is, “How do we know that we are doing what we say we are doing?” The national rankings we have enjoyed and the data presented in Chapter 1 demonstrate success and achievement, but we continue to ask ourselves whether these measures truly demonstrate success at fulfilling our Mission. A process like the WASC self-study is one of the opportunities that we have to try to understand how we define and measure our success. The fourth goal of our previous self-study was to “Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.” While we are confident that we are succeeding at this goal, and our students are indeed graduating prepared for college and succeeding once they get to college, we would like to be better able to measure this success. Therefore, we have retained this goal as our second Critical Learner Need and have updated the action items within the goal to better allow us to measure student progress toward college acceptance, readiness, and success once they have matriculated.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 1

PCS Graduates are prepared to enter and thrive at the world’s finest colleges and universities

Action Item 1: Provide a consistent level of academic support to students in all grades

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Align support and academic/college counseling for students from grades 7 to 12, particularly addressing the gap in support for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Develop a written plan defining the school's counseling continuum	2015 to 2016	Report to Governing Board Update Student Handbook Update Curriculum Guide
Evaluate the need and feasibility of creating a new position of academic counselor for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Create a report assessing the need, role, and economic feasibility of creating a new counselor position.	2016 to 2017	Report to Governing Board Approval of the Governing Board
Research and implement ways in which student support can be more effectively incorporated into the Advisory Program	Administration Challenge Success Committee Advisory Leads Faculty	Develop updated Advisory Curriculum	2015 to 2016 ongoing	Introduce new curriculum to Faculty Implement new curriculum
Continue efforts to refine message to current and prospective students about the school's expectation of students with relation to the PCS Mission	Administration, Strategic Planning Committee Challenge Success Committee Faculty	Update PCS Information Day presentations Update PCS website content	2015 to 2016 ongoing	Informational presentations for prospective families Website content for current and prospective students

Action Item 2: Increase academic support to First-to-College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration

Action Item 3: Develop a process for curricular review that supports preparing students to enter and succeed at their chosen universities.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
<p>Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review.</p> <p>*As per WASC Area of Growth #1, explore ways broaden the choices of the five required Advanced Placement classes required for graduation.</p> <p>*As per WASC Area of Growth #2, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.</p>	<p>Administration Faculty Board Parents Students</p>	<p>Alignment document</p>	<p>2015 to 2020</p>	<p>Charter renewal document, strategic plan and WASC report</p>
<p>Task curricular review process with the goal of creating consistent levels of challenge from grades 7 to 12</p>	<p>Administration Leadership Team Departments</p>	<p>Alignment document</p>	<p>2015 to 2016</p>	<p>Departments report to Leadership Team</p>

Align curriculum to Common Core and Next Generation standards. *As per WASC Area of Growth #4 , Integrate Common Core Standards into the curriculum as	Administration Leadership Team Departments	Alignment documents	2015 to 2016 ongoing	Departments report to Leadership Team
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they become available.				
Investigate opportunities for students to expand non-classroom based educational opportunities. *As per WASC Area of Growth #2 , Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.	Administration Strategic Planning Committee	Develop updates to curriculum or co-curricular activities	2015 to 2016 ongoing	Administration reports to Faculty

Action Item 4: Develop a system to track and gather comprehensive data that more effectively measures graduates' progress during post-PCS academic careers

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Maintain alumni database and connections between alumni and PCS	Alumni Coordinator Administration Faculty	Annual updates to the alumni database	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Institutionalize and improve the alumni survey	Alumni Coordinator Administration Faculty	Evaluate bi-annual participation rates	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Analyze results of alumni survey bi-annually and use data to develop an action plan for curricular review and strategic planning	Alumni Coordinator Administration Faculty	Evaluate bi-annual survey responses	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Compile data about alumni college attendance, persistence, and completion	Alumni Coordinator Administration	Evaluate annual survey data	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Leverage school's investment alumni coordinator to enhance opportunities (online and in-person) for alumni to regularly return to PCS to help current students make informed decisions about college and career.	Alumni Coordinator Administration Faculty/Staff	Evaluate participation and feedback	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board

Areas of Growth

At the conclusion of the April 2015 visit, the WASC Visiting Committee identified four Areas of Growth for PCS. They have been added to the PCS Action Plan.

Area of Growth #1: Acknowledging the boundaries of the charter, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First Task.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #2: Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First and Fourth Tasks.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Fourth Task: Investigate opportunities for students to expand non-classroom based educational opportunities. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #3: Evaluate more effective ways to assess student and parent opinions of PCS.

This Area of Growth has been added to the PCS Action Plan as new Action Item.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Develop and implement a school communication plan for students, faculty and parents, as per defined by the Strategic Plan.	Administration Faculty Strategic Planning Committee	Strategic Plan interim reports	Due end of 2016 school year	Administration reports to parents and students

Area of Growth #4: Integrate Common Core Standards into the curriculum as they become available.

This Area of Growth has been further emphasized in the PCS Action Plan under CLN Two, Action Item Three, Third Task.

Third Task: Align curriculum to Common Core and Next Generation standards. As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as they become available.

See pages 167 to 168



PACIFIC COLLEGIATE SCHOOL

Annual Report and Diversity Update
November 18, 2021

VISION

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible change-makers.

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.



OUR MISSION

Our Values

Inclusion and Belonging	Fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.
Relationships	Creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.
Creativity	Encouraging innovation, self-expression, and expansive thinking.
Learning	Pursuing academic excellence, whole student development, and intellectual curiosity.
Integrity	Reflecting the importance of honesty, ethics, openness and respect.
Responsibility	Fostering a sense of mutual care and active engagement in our school, local, and global communities.
Accountability	Demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

RANKINGS

US. World News and
Reports Ranks PCS as:

#1

High School in Santa Cruz

#10

High School in California &
a CA Distinguished School

#22

Charter school in the nation

Our Results and Accolades

7

Each PCS graduate
takes an average of 7
APs with 72% earning
a score of 3 or above.

1240

Average student SAT
score in 2020,
compared to national
average of 1051.

0

In English Language
Arts test scores,
between 7th and 11th
grade, PCS virtually
eliminates equity
gaps.

100%

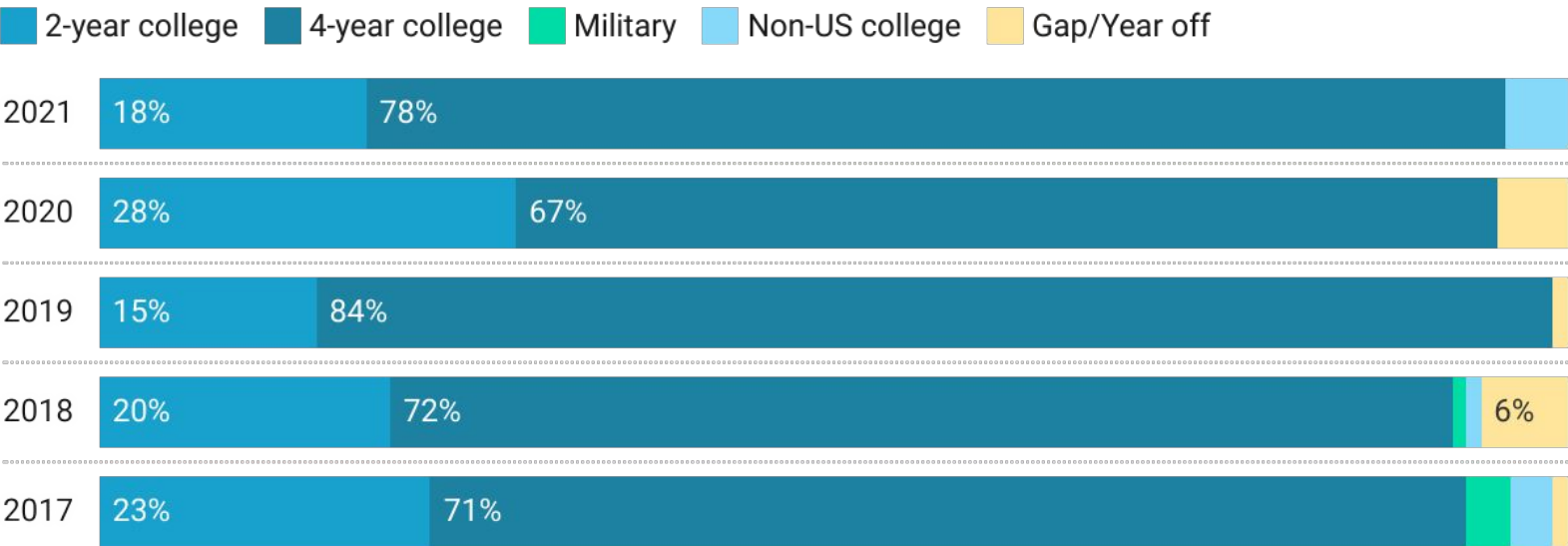
Of PCS graduates are
accepted into college.

1%

The College Board
recognized PCS as one of
143 schools out of 20,000
who offer AP Computer
Science for a Female
Diversity Award.

PCS Success

Post-Secondary Matriculation - 5 Year Comparison of Graduating Classes



PCS Success

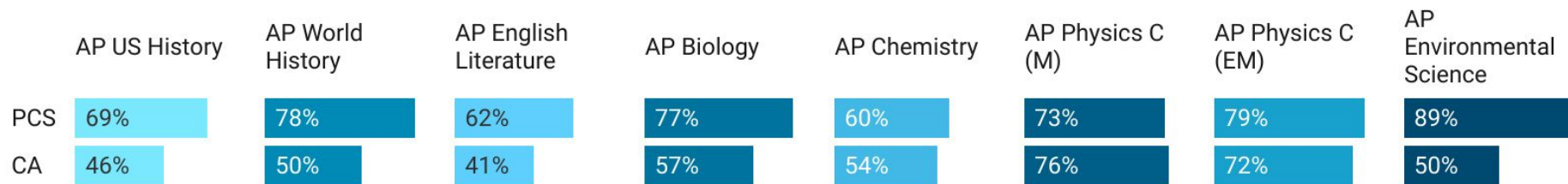
Scholastic Aptitude Test (SAT) Scores - 5 Year Comparison

	Evidence Based Reading and Writing	Mathematics	Total
Class of 2017	650	622	1,272
Class of 2018	679	683	1,362
Class of 2019	642	629	1,272
Class of 2020	627	613	1,240
Class of 2021	668	642	1,310
National Average 2021	533	528	1,060



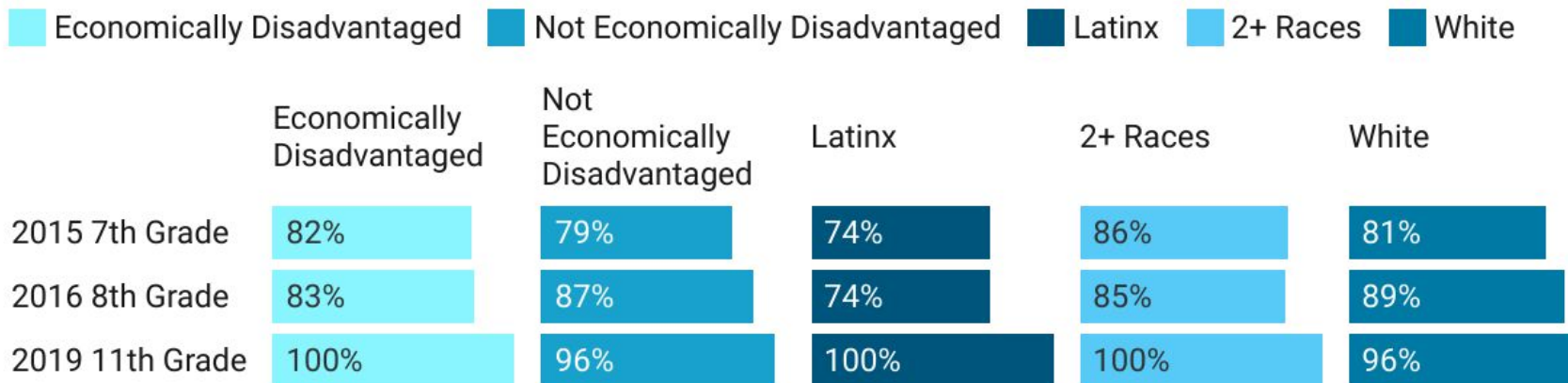
PCS Success

2021 Advanced Placement (AP) - Percent of 3, 4, 5 Scores



PCS Success

Cohort Analysis of ELA CAASPP Scores - Class of 2020



We achieve these results through...



Small Class Sizes

Our student to teacher ratio is 20:1, with an average class size of 16.



Expansive Programming

Students have access to a breath of offerings including STEM, world languages, visual & performing arts, and a wide variety of APs. Robust supports include an AVID program, college counseling, as well as free tutoring and PSAT/SAT/ACT preparation.



Equity by Design

30% of 7th grade lottery slots set aside for first-to-college and students qualifying for free & reduced price meals.



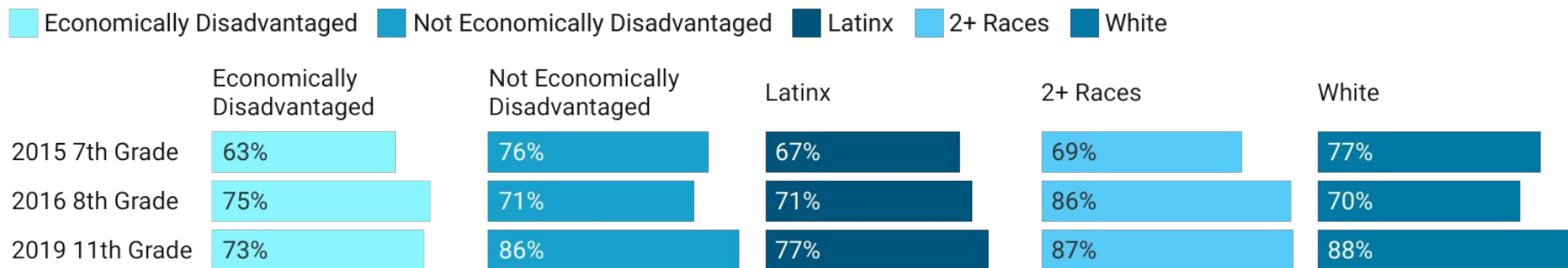
Teaching Excellence

With teachers being the most powerful in-school factor influencing outcomes, PCS has hired and works to retain a top notch teaching staff.



Accessibility Gaps We Continue to Address

Cohort Analysis of Math CAASPP Scores - Class of 2020



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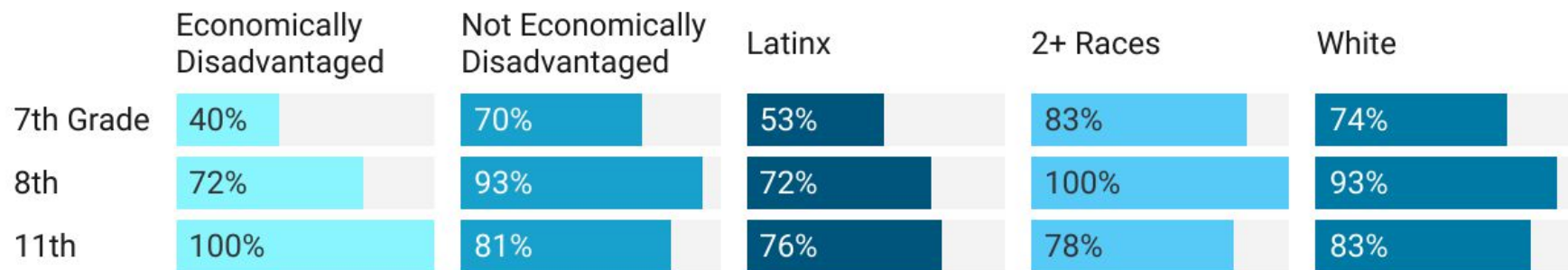
CAASPP Math and ELA Scores for 2020 and prior years reflect accessibility gaps for

- Latinx students
- Socioeconomically disadvantaged students



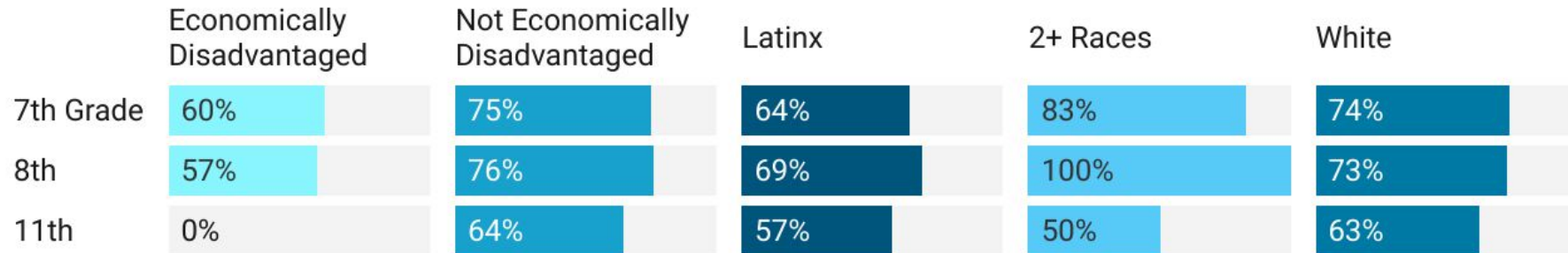
Accessibility Gaps & Learning Loss

2021 iReady ELA - Percentage At/Above Grade Level

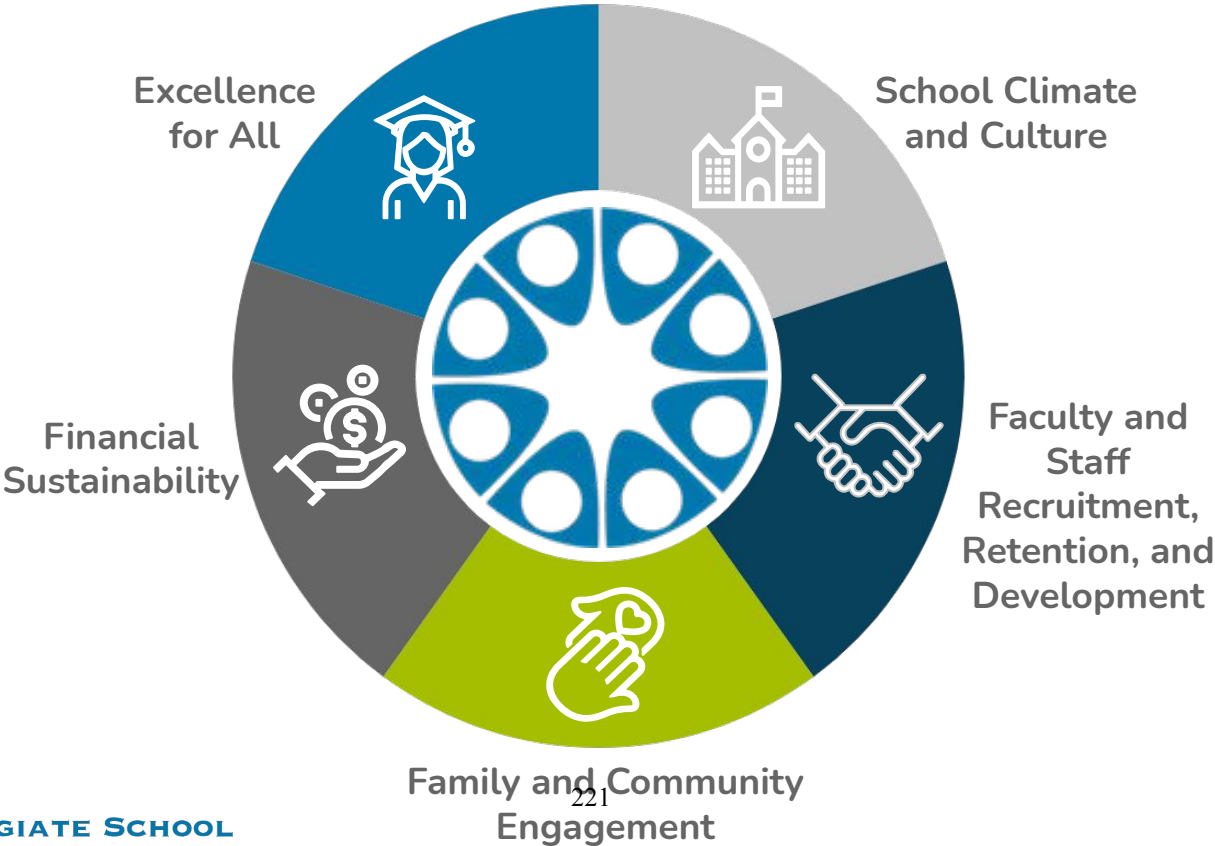


Accessibility Gaps & Learning Loss

2021 iReady Math - Percentage At/Above Grade Level



Anchors of Our Strategic Plan



2020-2025 Diversity Plan Update

- Goal A: Recruit a more diverse student population
- Goal B: Build mechanisms of student support
- Goal C: Recruit diverse school leadership
- Goal D: Build an inclusive and supportive school culture
- Goal E: Refine data collection and assessment



Goal A: Recruit More Diverse Student Population

Update/Progress in this area:

- Updated lottery guidelines with 30% preference for traditionally underrepresented students
- Inclusive Communications
- Bilingual Community Liaison
- Networking/Participation in DEIA Efforts and Community Events
- Building Community Partnerships

COVID-related recruitment challenges:

- Reduced community outreach events and opportunities
- Technology/internet meeting formats



Enrollment Demographics

7th Grade - Class of 2027 (95)

- **Ethnicity**

- Latinx: (18) 19%
- Native American: (0) 0%
- Asian: (6) 6.3%
- Black/African American: (1) 1.1%
- 2+ races: (13) 13.7%
- White: (62) 65.3%

- **Special Service Category**

- IEP: (10) 10.5%
- 504: (4) 4.2%
- EL: (3) 3.16%
- FRAM: (9) 9.5%
- FTC: (12) 12.6%
- Homeless/Foster: (2) 2.1%

Whole School (556)

- **Ethnicity**

- Latinx: (99) 17.8%
- Native American: (1) 0.2%
- Asian: (35) 6.3%
- Black/African American: (3) 0.5%
- 2+ races: (61) 11.0%
- White: (62) 64.2%

- **Special Service Category**

- IEP: (32) 5.76%
- 504: (31) 5.6%
- EL: (15) 2.7%
- FRAM: (52) 9.4%
- FTC: (57) 10.3%
- Homeless/Foster: (2) 1.6%



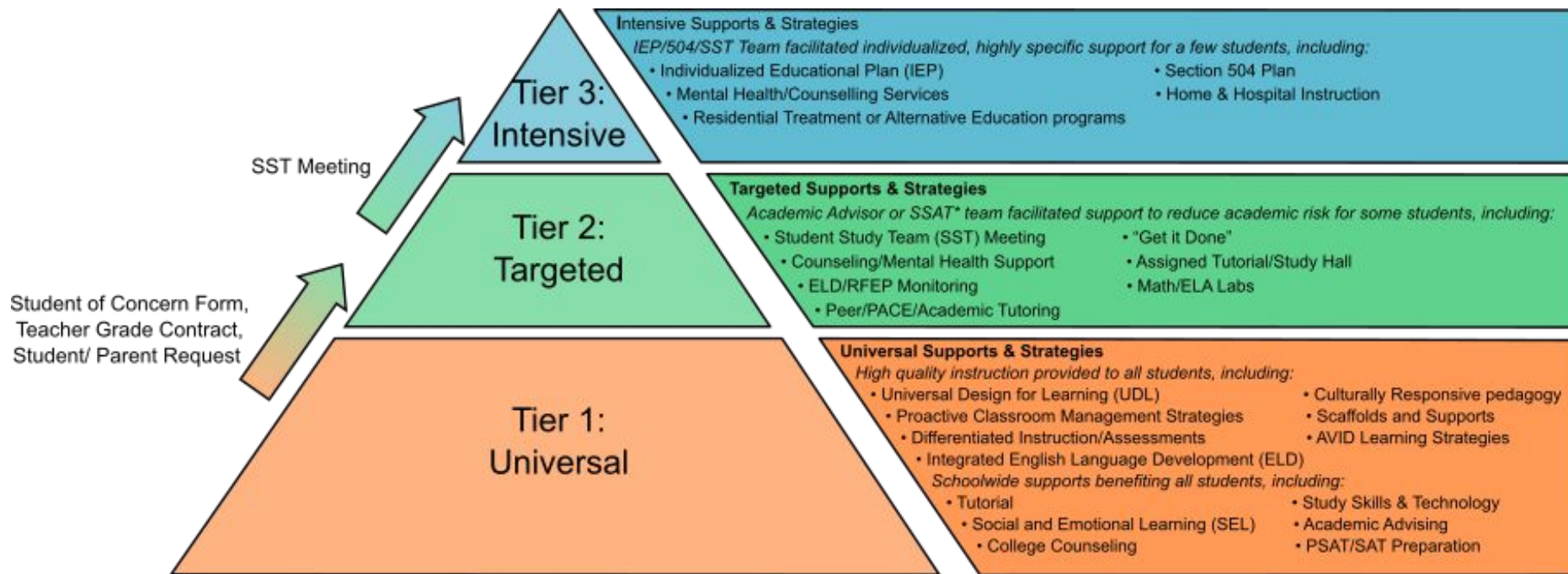
Goal B: Build Mechanisms of School Support

Update/Progress in this area:

- New position of Bilingual Community Liaison to support multilingual students and families.
- Added Instructional Aides during the school day to support integrated ELD.
- Provided professional development to all teachers to in use of evidence-based strategies to support a variety of learners (e.g. English Learners, students with disabilities).
- Expanded services to ELs, including peer, intern, and professional tutoring supports before, during, and after school.
- Expanded Academic Intervention and support programs.
- Refined support referral and Student Study Team processes to ensure timely response to student needs.
- Hired a School Counselor to expand mental health support and social-emotional learning opportunities.
- Created a BIPOC (Black, Indigenous, & People of Color) Student and Staff support groups to increase inclusion, belonging, and retention.
- Supported student leaders in the creation of identity alliances and affinity spaces (i.e. Queer Intersectional Alliance, Trans/Non-binary Alliance, Jewish Student Union, etc.)
- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students in future.



Multi-Tiered Systems of Support (MTSS)



Professional Learning

Professional Learning at PCS aligned to Goal B:

- Diversity, Equity, Inclusion, and Access (DEIA)
- Universal Design for Learning (UDL)
- Integrated English Language Development (ELD) & Supporting English Learners
- Advancement Via Individual Determination (AVID)



Goal C: Recruit Diverse School Leadership & Staff

Update/Progress in this area:

- Outreach and partnership with teacher preparation and internship programs, to create pipelines of diverse candidates:
 - SJSU
 - UCSC Cal Teach
 - CSUMB
 - CSUEB
 - Santa Clara University
 - Marshal Teacher Residency Program
- Updated recruiting and hiring policies and practices to forefront goal of diversifying staff



Goal D: Build an Inclusive and Supportive School Culture

Update/Progress in this area:

- Expanding dedicated staffing to include Director of DEIA, EL Coordinator, Bilingual Liaison, School Counselor, and additional paraprofessionals/instructional aides.
- Engaging teachers in equity-focused review of curriculum and instruction, and individual and department goals related to identifying, addressing, and reducing opportunity gaps.
- Shift to communication platforms that supports translation into other languages; commitment to bilingual parent communication and community engagement.
- Providing live Spanish interpretation provided for parent orientations and meetings
- Providing parent/caregiver education related to anti-racism, social justice, and LGBTQ+ issues
- Creating a ELD tutorial group to support academic success
- Creating an interactive DEIA learning and message board
- Training student clubs/organizations to uphold inclusion and equity
- Working with diverse student leaders to design non-tokenizing cultural/identity celebrations
- Partnering with the American Indian Resource Center (AIRC) to implement a PCS land acknowledgment, and provide opportunities to learn about local indigenous history and present day community.



Goal E: Refine Data Collection & Assessments

Update/Progress in this area:

- Data working group
- Development of common local assessments
- iReady benchmark assessments
- Expanded student experience and stakeholder input surveys





THANK YOU

GRACIAS
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.2

Board Meeting Date: November 18, 2021

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Bryan Wall, Williams Coordinator, Santa Cruz COE
Richard Reid, Director, COE Maintenance and Operations

SUBJECT: Annual Report: Williams Legislation, Status of Decile 1-3 Schools - Pajaro Valley Unified School District and Santa Cruz City School District

BACKGROUND

Education Code § 1240(2)(B) requires, pursuant to the Williams Settlement Legislation, that the County Superintendent of Schools report the findings of the visits and reviews of schools within the county designated as decile 1-3 schools.

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Receive presentation.



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Santa Cruz County Superintendent of Schools

WILLIAMS SETTLEMENT LEGISLATION

ANNUAL REPORT FOR SANTA CRUZ COUNTY BOARD OF EDUCATION 2021-2022 FISCAL YEAR

The Williams Settlement Legislation requires the County Superintendent of Schools to annually monitor and report on schools ranked in Deciles 1-3 based upon the 2021 Base API (California Department of Education's Website - <https://www.cde.ca.gov/eo/ce/wc/wmsschools.asp>)

The Santa Cruz County Superintendent of Schools and staff at the Santa Cruz County Office of Education are responsible for:

1. Determining if students have "sufficient" standards-aligned instructional materials in four core subjects areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determining if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determining if the school has provided accurate data on the annual School Accountability Report Card (SARC) related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities;
4. Ensuring that a Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in all classrooms and in administrative offices; and
5. Determining if there are any Teacher Mis-Assignments or Teacher Vacancies at these schools.

This report presents the results of our visits and review at Pajaro Valley Unified School District for the period of August - October 2021. The following schools were visited, and a complete Site Summary Report and Facilities Inspection Tool for each school has been included with this annual Report for submission to District and COE Board Members and Superintendents.

School	Principal	Facilities Rating	Facilities Percentage	Instr. Materials Insufficiencies
Amesti Elementary	Juan Moran	Fair	85	None

Ann Soldo Elementary	Elaine Parker	Good	97.16	None
Calabasas Elementary	Todd Westfall	Fair	82.95	None
Cesar E. Chavez Middle	Benjamin Benavidez	Fair	85	None
E. A. Hall Middle	David Harrah	Fair	84.38	None
Freedom Elementary	Gloria Puga	Good	97.16	None
H. A. Hyde Elementary	Brooke Hofkins	Fair	78.75	None
Hall District Elementary	Mayra Fernandez	Good	96.15	None
Lakeview Middle	Rosa Hernandez	Fair	83.33	None
Landmark Elementary	Roberto Torres	Good	97.5	None
MacQuiddy Elementary	Michael Dougherty	Good	95.45	None
Mintie White Elementary	Rich Moran	Fair	82.95	None
Ohlone Elementary	Gina Elisalde	Good	96.25	None
Pajaro Middle	Christopher Harris	Fair	84.62	None
Pajaro Valley High	Consuelo Mason	Good	95.42	None
Radcliff Elementary	Laura Smith	Good	90.28	None
Rolling Hills Middle	Ivan Alcaraz	Fair	84.66	None
Starlight Elementary	Jackie Medina	Fair	86.93	None
Watsonville High	Maria Fernandez	Fair	81.53	None

Our findings for each are as follows:

Instructional Materials

The team found that all students had access to sufficient instructional materials, including textbooks, in the core subject areas (including science laboratory materials at the secondary schools). All nineteen schools reviewed for instructional materials/textbook sufficiency fully complied with the Williams settlement. Any shortages had already been addressed via purchase orders.

Facility Inspections

Utilizing the Facilities Inspection Tool (FIT), as developed by the Office of Public Schools Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2), a school facilities inspection was completed at each school site. Our visiting team reviewed the previous year’s FIT reports, annual FIT reports submitted by the district, and inspected restrooms, common areas, kitchen/multipurpose facilities, and 25% of the school classrooms. No schools pose an emergency or urgent threat to the health or safety of pupils or staff.

School Accountability Report Cards (SARC)

The Williams Settlement included language regarding the accuracy of data reported in the School Accountability Report Card (SARC). The 2019-2020 SARCs for each school are available on the Pajaro Valley Unified School District (PVUSD) website. In reviewing the 2019-2020 reports, all nineteen schools' SARCs accurately reflect the findings by the *Williams* committee members.

Teacher Assignments/Mis-assignments

During our visit, the 2021-2022 Master Schedule or Teacher Assignment Listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for their annual review. The Human Resources department in PVUSD has worked collaboratively with the Santa Cruz County Office of Education to ensure that teachers are appropriately credentialed and placed in the correct teaching assignments.

Uniform Complaint Process

All classrooms must have the Uniform Complaint Process Classroom Notice posted. The team found that of the 25% of classrooms visited at each site, all had current notices posted in both Spanish and English.

A handwritten signature in blue ink, appearing to read "By [unclear] [unclear]".



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SCHOOL NAME Watsonville High School

Williams Settlement Legislation Report 2021-2022

Date: 10/19/2021

Principal: Maria Fernandez

Date of Visit: 9/16/2021

Number of Classrooms Visited: 14

Visiting Committee Members: Bryan Wall, Kevin Drinkard, Sofia Sorenson and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) , Watsonville High School was found to be in Fair repair with a rating of 81.53% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were five corrected teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART II: EVALUATION DETAIL Date of Inspection: 09/16/21 School Name: Watsonville High School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCE S
Administration Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	D	OK	OK
	COMMENTS:	Stained ceiling tiles. Bad coorosion on exterior staircase outside admin. Loose treads. Slipping hazard.													
Career Center	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	COMMENTS:	Stained ceiling tiles.													
Cafeteria	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Carpets worn. Stained ceiling tiles.													
Kitchen	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Items on high shelves could fall during an earthquake.													
Room 301	D	D	OK	D	OK	OK	D	OK	D	OK	OK	OK	OK	OK	OK
	COMMENTS:	No GFI at lab benches. Storage room needs to be cleaned out. No gas at lab benches. Water leaks. Heater for 300 wing malfunctioning													
Room 310	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	No GFI. CC#1, CC#3, CC #5													
Room 314	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	GFI													
Room 604	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Dryrot in overhang.													
New GYM	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Gim Main Floor	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	COMMENTS:	Deep marks in floor from bleachers. Roof leaking and damaging floor in corner of gym.													
Men's RR Gym	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Women's RR Gym	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Woodshop	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK

PART II: EVALUATION DETAIL Date of Inspection: 09/16/21 School Name: Watsonville High School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<i>woodsnop</i>	COMMENTS:														
<i>Gravel area near AG building</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS: Low spot fills with dirty water when animal pens are washed out.														
<i>Girl's Locker Room</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	Signs of roof leaks.														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Watsonville High School		SCHOOL TYPE (GRADE LEVELS) 12-Sep	NUMBER OF CLASSROOMS ON SITE 123
INSPECTOR'S NAME Brian Sluggett/Chris Chames	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 15	Number of "OK"s:	14	14	15	13	15	15	12	15	14	14	15	13	11	14	15
	Number of "D"s:	1	1	0	2	0	0	3	0	1	1	0	1	4	1	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s")		93.33%	93.33%	100.00%	86.67%	100.00%	100.00%	80.00%	100.00%	93.33%	93.33%	100.00%	X	73.33%	93.33%	100.00%
Total Percent per Category (average of above)*		95.55%			86.67%	100.00%		80.00%	96.67%		96.67%		0.00%		96.67%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	81.53%	SCHOOL RATING** →	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

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SCHOOL NAME Starlight Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Jackie Medina
Date of Visit: 8/26/2021
Number of Classrooms Visited: 6
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Starlight Elementary School was found to be in Fair repair with a rating of 86.93% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 243 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/26/21

School Name: Starlight Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCE S
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 11	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 13	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 15	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 16	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 9	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 20	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Kinder Playground	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 20	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Quad Area	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	D	OK
	COMMENTS:	Wood benches showing significant signs of wood rot. Broken roof tiles that are loose and could easily fall off of roof. Gutters damaged and not flashed under roof. Water drips down on students.													
							245								

PART II: EVALUATION DETAIL

Date of Inspection: 08/26/21

School Name: Starlight Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCE S

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Starlight Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5	NUMBER OF CLASSROOMS ON SITE 36
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 11	Number of "OK"s:	11	11	11	11	11	11	11	11	11	11	11	10	11	10	11
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	X	100.00%	90.91%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		0.00%		95.46%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	86.93%	SCHOOL RATING**	→	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

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SCHOOL NAME Radcliff Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Laura Smith
Date of Visit: 9/14/2021
Number of Classrooms Visited: 6
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Radcliff Elementary School was found to be in Good repair with a rating of 90.28% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 250 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL Date of Inspection: 09/14/21 School Name: Radcliff Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCE S
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
MPR	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room A6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Boys Restroom MPR	OK	OK	OK	D	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Tile missing ADA stall.													
Room 13	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Desk in front of power panel.													
Room 19	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Bookcase in front of power panel.													
Room 23	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Bookcase in front of power panel.													
Room 27	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	File cabinet in front of panel.													
Room 29	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Bookcase in front of panel.													

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

252
 Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL Date of Inspection: 09/14/21 School Name: Radcliff Elementary School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)																
TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	9	9	9	8	9	9	3	9	9	9	9	9	9	9	9
	Number of "D"s:	0	0	0	1	0	0	6	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	88.89%	100.00%	100.00%	33.33%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			88.89%	100.00%		33.33%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		POOR	GOOD		GOOD		GOOD		GOOD	

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	90.28%	SCHOOL RATING**	→	GOOD
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PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

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SCHOOL NAME Rolling Hills Middle School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Ivan Alcaraz
Date of Visit: 8/19/2021
Number of Classrooms Visited: 11
Visiting Committee Members: Bryan Wall, Kevin Drinkard and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT), Rolling Hills Middle School was found to be in Fair repair with a rating of 84.66%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were three corrected teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/19/21

School Name: Rolling Hills Middle School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room 28	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Ceiling tiles stained. Trim Peeling off of wall.													
Room 24	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 23	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room-33	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Ceiling tiles stained.													
Room 19	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 15	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK
	COMMENTS:	Major concrete tripping hazards in courtyard.													
Room 14	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 8	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 9	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Rug in entry way is a tripping hazard. Couch needs to be removed from classroom.													
Library	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL Date of Inspection: 08/19/21 School Name: Rolling Hills Middle School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Rolling Hills Middle School		SCHOOL TYPE (GRADE LEVELS) 8-Jun	NUMBER OF CLASSROOMS ON SITE 32
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "OK"s:	11	11	11	10	11	11	11	11	11	11	11	8	11	10	11
	Number of "D"s:	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	72.73%	100.00%	X	100.00%
Total Percent per Category (average of above)*		100.00%			90.91%	100.00%		100.00%	100.00%		100.00%		86.37%		0.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		FAIR		POOR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	84.66%	SCHOOL RATING** →	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME Pajaro Valley High School

Williams Settlement Legislation Report 2021-2022

Date: 10/19/2021

Principal: Consuelo Mason

Date of Visit: 9/14/21

Number of Classrooms Visited: 12

Visiting Committee Members: Bryan Wall, Debi Bodenheimer, Sophia Sorenson and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Pajaro Valley High School was found to be in Good repair with a rating of 95.42% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were seven corrected teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,

Santa Cruz County Office of Education, Williams Coordinator

bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL Date of Inspection: 09/14/21 School Name: Pajaro Valley High School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Library	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	COMMENTS:	Stained ceiling tiles.													
Support Services	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	COMMENTS:	Stained ceiling tiles.													
E201	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Carpets worn. Stained ceiling tiles.													
E201	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Items on high shelves could fall during an earthquake.													
Gym	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Hole cut in lobby ceiling. Missing access cover.													
K-106	OK	OK	OK	D	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Couch. Fire extinguisher covered by paper and other items.													
Cafeteria/Food Prep Area	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
H-202	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Couch. Carpet worn. Gum in carpet.													
Boy's Restroom	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Girl's Restroom	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
E-118	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
		Broken window to the right upper portion of the double pane exterior.													
E-210	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
E-211	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK

PART II: EVALUATION DETAIL		Date of Inspection: <u>09/14/21</u>				School Name: <u>Paiaro Valley High School</u>										
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
E-211	COMMENTS:															
H-107	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
H-115	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Pajaro Valley High School		SCHOOL TYPE (GRADE LEVELS) 6th - 8th	NUMBER OF CLASSROOMS ON SITE 33
INSPECTOR'S NAME Brian Sluggett/Richard Reid	INSPECTOR'S TITLE Maintenance		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
15	Number of "OK"s:	15	15	15	12	15	15	15	15	15	13	15	15	13	15	14
	Number of "D"s:	0	0	0	3	0	0	0	0	0	2	0	0	2	0	1
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	86.67%	100.00%	100.00%	86.67%	100.00%	93.33%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	100.00%		93.34%		93.34%		96.67%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	95.42%	SCHOOL RATING**	→	GOOD
--	---	--------	-----------------	---	------

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other



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SCHOOL NAME Pajaro Middle School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Christopher Harris
Date of Visit: 8/20/2021
Number of Classrooms Visited: 8
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Pajaro Middle School was found to be in Fair repair with a rating of 84.62% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one teacher mis-assignment or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/20/21

School Name: Paiaro Middle School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Admin/Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 1	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 9	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 10	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 12	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 13	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Athletic Field	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	Perimeter fencing is broken in several areas allowing unrestricted access to the campus. Trees in courtyard need pruning to increase visibility.													
Science Lab	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	OK	OK
	COMMENTS:	Lab benches are not attached and broken causing issues with electrical connections and counter tops could fall on students.													
Library	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
	COMMENTS:	Windows have been altered and don't operate as originally designed.													
Carpet in	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK

PART II: EVALUATION DETAIL

Date of Inspection: 08/20/21

School Name: Paiaro Middle School

AREA \ CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Classrooms	COMMENTS: Carpet throughout the school is old and worn.														
Gym	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: The wall around the bottle filling stations has holes and needs to be patched and painted														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 6 of 6

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Pajaro Middle School		SCHOOL TYPE (GRADE LEVELS) 6th - 8th	NUMBER OF CLASSROOMS ON SITE 32
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Gary Webb	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
13	Number of "OK"s:	13	13	13	11	13	13	13	13	13	13	13	12	13	12	12
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	84.62%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	X	100.00%	92.31%	92.31%
Total Percent per Category (average of above)*		100.00%			84.62%	100.00%		100.00%	100.00%		100.00%		0.00%		92.31%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	84.62%	SCHOOL RATING** →	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME MacQuiddy Elementary School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Michael Dougherty
Date of Visit: 9/2/2021
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) MacQuiddy Elementary School was found to be in Good repair with a rating of 95.45% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 278 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Macquiddy Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 6A	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 5B	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Bathroom Bwing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Bathroom Cwing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 6B	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS: Items that could fall in an earthquake stored on top of bookshelves.														
Cafeteria	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: Cracked floor tiles.														
Room 1E	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS: Cabinets not secured to wall.														
Room 3E	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: Carpet is worn and separating at the seam.														
Room 6E	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 8C	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	No visible GFI protection at sink.														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Macquiddy Elementary School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCE S

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Macquiddy Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th	NUMBER OF CLASSROOMS ON SITE 39
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:	11	11	11	9	11	11	10	11	11	9	11	11	11	11	11
	Number of "D"s:	0	0	0	2	0	0	1	0	0	2	0	0	0	0	0
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	81.82%	100.00%	100.00%	90.91%	100.00%	100.00%	81.82%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			81.82%	100.00%		90.91%	100.00%		90.91%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	95.45%	SCHOOL RATING** →	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME Lakeview Middle School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Rosa Hernandez
Date of Visit: 9/2/2021
Number of Classrooms Visited: 9
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Lakeview Middle School was found to be in Fair repair with a rating of 83.33% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one teacher mis-assignment or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL Date of Inspection: 09/02/21 School Name: Lakeview Middle School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
	COMMENTS:	Several windows in the office area not flashed properly air and water can leak through.													
MPR	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Pull out tables aren't attached to the wall and can fall over.													
Kitchen	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room B1	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Items on high shelves could fall during an earthquake.													
Room C3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room C4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room D2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Holes in blacktop outside portable 15.													
Room D3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Broken partition in girls restroom. Broken wall tile by main door boys restroom. Broken partition boys restroom. Caution tape on girls restroom stall.													
Room D5	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
E Wing Boys Restroom	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Urinal out of order no soap dispenser.													
E Wing Girls Restroom	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK
		Two broken toilet seats.													
Room F4	OK	OK	OK	D	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Items on tall shelf could fall in earthquake.													
Room F5	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK

PART II: EVALUATION DETAIL		Date of Inspection: 09/02/21				School Name: Lakeview Middle School										
CATEGORY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room F3	COMMENTS:	Items on tall shelf could fall in earthquake.														
Room G3		OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	GFI not working.														
Roofs		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	OK
	COMMENTS:	Asphalt roofs are at end of life cycle. Evidence of dry rot on covered walkways. Evidence of roof leaks in many places.														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Lakeview Middle School		SCHOOL TYPE (GRADE LEVELS) 6th - 8th	NUMBER OF CLASSROOMS ON SITE 33
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
		15	15	15	14	15	15	14	13	15	13	15	13	14	14	14
	Number of "OK"s:	15	15	15	14	15	15	14	13	15	13	15	13	14	14	14
	Number of "D"s:	0	0	0	1	0	0	1	2	0	2	0	2	0	1	1
15	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	93.33%	100.00%	100.00%	93.33%	86.67%	100.00%	86.67%	100.00%	86.67%	X	93.33%	93.33%
Total Percent per Category (average of above)*		100.00%			93.33%	100.00%		93.33%	93.34%		93.34%		0.00%		93.33%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	83.33%	SCHOOL RATING** →	FAIR
------------------------	--	--------	-------------------	------

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME Gault Elementary

Williams Settlement Legislation Report 2021-2022

Date: 10/18/2021

Date of Visit: 9/9/2021

Principal: Amariah Hernandez

Number of Classrooms Visited: 5

Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Gault Elementary School was found to be in Good repair with a rating of 98.75%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the SCCS Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 09/09/21

School Name: SCCS-Gault Elementary School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
A2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 5	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
MPR	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 9	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Port 19	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Electrical panel hidden behind paper.													
Boy's Restroom	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Girl's Restroom	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Courtyard	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
							293								

PART II: EVALUATION DETAIL Date of Inspection: 09/09/21 School Name: SCCS-Gault Elementary Schol

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCE S
	COMMENTS:														
	COMMENTS:														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Santa Cruz City Schools		COUNTY Santa Cruz	
SCHOOL SITE Gault Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th	NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 10	Number of "OK"s:	10	10	10	10	10	10	9	10	10	10	10	10	10	10	10
	Number of "D"s:	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	98.75%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME Freedom Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Francine Holland
Date of Visit: 8/24/2021
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Freedom Elementary School was found to be in Good repair with a rating of 97.16% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 298 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Freedom Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Excessive paper hanging on walls and paper chains suspended from the ceiling cause a significant fire hazzard.													
Room 6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 11	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 24	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Second exit door blocked..													
Room 27	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 33	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Boys and Girls Restroom	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Playground and Field	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Cafeteria	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Exterior Doors Classrooms	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
	COMMENTS:	Many of the exterior doors on classrooms are too small causing security issues.													

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Freedom Elementary School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Freedom Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th	NUMBER OF CLASSROOMS ON SITE 28
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
		11	11	11	11	11	11	10	11	11	9	11	11	11	11	10
	Number of "OK"s:	11	11	11	11	11	11	10	11	11	9	11	11	11	11	10
	Number of "D"s:	0	0	0	0	0	0	1	0	0	2	0	0	0	0	1
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	100.00%	100.00%	81.82%	100.00%	100.00%	100.00%	100.00%	90.91%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.91%	100.00%		90.91%		100.00%		95.46%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	97.16%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME E.A. Hall Middle School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: David Harrah
Date of Visit: 9/9/2021
Number of Classrooms Visited: 9
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) was found EA Hall Middle School to be in Fair repair with a rating of 84.38%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were two corrected teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

FACILITY INSPECTION TOOL**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 05/09)

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

(REV 05/09)

PART II: EVALUATION DETAIL

Date of Inspection: 09/09/21

School Name: E. A. Hall Middle School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
CS1	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Countertops need to be replaced.													
CS2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Auditorium	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Items on high shelves could fall during an earthquake.													
Room 16	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 20	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Cafeteria/Food Prep Area	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	OK	OK	OK
	COMMENTS:	Broken and loose 9 X 9 floor tiles in food prep area.													
D-2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
D-3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
D-4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
D-5	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
D-6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 16	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK

PART II: EVALUATION DETAIL

Date of Inspection: 09/09/21

School Name: E.A. Hall Middle School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 10	COMMENTS: Power bar plugged into power bar.														
Room 20	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: GFI not working.														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE E.A. Hall Middle School		SCHOOL TYPE (GRADE LEVELS) 6th - 8th	NUMBER OF CLASSROOMS ON SITE 47
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:	14	14	14	13	14	14	12	14	14	13	13	13	14	14	14
	Number of "D"s:	0	0	0	1	0	0	2	0	0	1	0	1	0	0	0
14	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	92.86%	100.00%	100.00%	85.71%	100.00%	100.00%	92.86%	X	92.86%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			92.86%	100.00%		85.71%	100.00%		0.00%		96.43%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	GOOD		POOR		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	84.38%	SCHOOL RATING** →	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME Cesar Chavez Middle School
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Benjamin Benavidez
Date of Visit: 8/26/2021
Number of Classrooms Visited: 9
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Cesar Chavez Middle School was found to be in Fair repair with a rating of 85%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were two corrected teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 312 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

School Name: Cesar Chavez Middle School

[illegible]

PART II: EVALUATION DETAIL Date of Inspection: 08/26/21 School Name: Cesar Chavez Middle School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 3.3	COMMENTS:	Carpet worn and dirty.													
Portable 3.1	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Exterior dry rot. Roof and gutters. Paint.													
Gym	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	Exterior sidewalk with significant tripping hazards.													
Asphalt Basket Ball Courts	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK
	COMMENTS:	Major root damage to the asphalt. Causing significant tripping hazards.													

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Cesar Chavez Middle School		SCHOOL TYPE (GRADE LEVELS) 6th - 8th	NUMBER OF CLASSROOMS ON SITE 33
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 15	Number of "OK"s:	15	15	15	14	15	15	15	15	14	15	15	13	14	12	15
	Number of "D"s:	0	0	0	1	0	0	0	0	1	0	0	2	1	2	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	93.33%	100.00%	100.00%	100.00%	100.00%	93.33%	100.00%	100.00%	86.67%	93.33%	X	100.00%
Total Percent per Category (average of above)*		100.00%			93.33%	100.00%		100.00%	96.67%		100.00%		90.00%		0.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		POOR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 85.00%	SCHOOL RATING** →	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

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SCHOOL NAME Calabasas Elementary

Williams Settlement Legislation Report 2021-2022

Date: 10/19/2021

Date of Visit: 8/24/2021

Principal: Todd Westfall

Number of Classrooms Visited: 8

Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Calabasas Elementary School was found to be in Fair repair with a rating of 82.95%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 319 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Calabasas Elementary School

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCE S
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
MPR	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Excessive paper hanging on walls and paper chains suspended from the ceiling cause a significant fire hazzard.													
Playground	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	Irrigation valve exposed with a large hole. Trash pile in paved area behind portables that contains an old referigerator and car battery.													
Room 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Falling hazzards on top of cabinets and high shelves.													
Room 7	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
	COMMENTS:	Bookcase needs to be anchored to the wall.													
Room 9	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	2 light fixtures not working.													
Room 15	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	Holes in blacktop outside portable 15.													
Boys and Girls Restroom next to Room 20	OK	OK	OK	OK	OK	OK	OK	X	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Broken partition in girls restroom. Broken wall tile by main door boys restroom. Broken partition boys restroom. Caution tape on girls restroom stall.													
Room 23	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 24	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 13	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK
		Blue bookcase needs to be attached to the wall.													

PART II: EVALUATION DETAIL

Date of Inspection: 08/24/21

School Name: Calabasas Elementary School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCE S

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Calabasas Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th	NUMBER OF CLASSROOMS ON SITE 28
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "OK"s:	11	11	11	11	11	11	10	10	11	7	11	11	11	9	11
	Number of "D"s:	0	0	0	0	0	0	1	0	0	4	0	0	0	2	0
	Number of "X"s:	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	X	100.00%	63.64%	100.00%	100.00%	100.00%	81.82%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.91%	0.00%		81.82%		100.00%		90.91%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	POOR		FAIR		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	82.95%	SCHOOL RATING**	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

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SCHOOL NAME Ann Soldo Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Date of Visit: 9/7/21
Principal: Elaine Parker
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Ann Soldo Elementary School was found to be in Good repair with a rating of 97.16%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one corrected teacher mis-assignments or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL Date of Inspection: 09/07/21 School Name: Ann Soldo Elementary School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
C-301	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
C-104	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Boy's/Girl's Restroom C-105	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Girl's restroom sink push lever is loose/rusty parts.													
C-401	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Needs new GGI. Using extension cord instead.													
C-200	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
C-203	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Boy's/Girl's Restroom C-205	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
MPR	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Hole in wall. Ceiling tile damage.													
Kitchen	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
	COMMENTS:	Kitchen door hard to open. Door jams shut.													
Playground	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
							328								

PART II: EVALUATION DETAIL Date of Inspection: 09/07/21 School Name: Ann Soldo Elementary School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Ann Soldo Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5	NUMBER OF CLASSROOMS ON SITE 27
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 11	Number of "OK"s:	11	11	11	11	10	11	10	10	11	11	11	11	11	11	10
	Number of "D"s:	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	90.91%	100.00%	90.91%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%
Total Percent per Category (average of above)*		100.00%			100.00%	95.46%		90.91%	95.46%		100.00%		100.00%		95.46%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	97.16%	SCHOOL RATING** →	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



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SCHOOL NAME Amesti Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Date of Visit: 8/19/2021
Principal: Juan (Carlos) Moran
Number of Classrooms Visited: 8
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Amesti Elementary School was found to be in Fair repair with a rating of 85.0%. See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one corrected teacher mis-assignments or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.
e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL		Date of Inspection: <u>08/19/21</u>		School Name: <u>Amesti</u>												
AREA	CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
KA		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
MPR		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	OK	OK
	COMMENTS:	Exterior Siding has significant dry rot. Paint peeling.														
Restroom-Boys next to office		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Broken tile														
Room-33		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Ceiling tiles stained.														
Room C21		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Room C22		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Room 5		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK	OK	OK
	COMMENTS:	Exterior Siding has significant dry rot. Paint peeling.														
Room 4		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Room 3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
C17		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS:	Couch in classroom needs to be removed														
	COMMENTS:															

REV 03/09

PART II: EVALUATION DETAIL												Date of Inspection: 08/19/21		School Name: Amesti		
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCE S

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Amesti Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5	NUMBER OF CLASSROOMS ON SITE 36
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth	
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED ↓	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:	10	10	10	8	10	10	10	10	10	10	10	6	10	10	10
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	X	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	100.00%		100.00%		0.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	85.00%	→	SCHOOL RATING**	→	FAIR
--	---	--------	---	-----------------	---	------

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME Hall District Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Mayra Fernandez
Date of Visit: 8/20/2021
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Hall District Elementary School was found to be in Good repair with a rating of 96.15% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one teacher mis-assignments or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

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Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
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- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
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Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

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- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL Date of Inspection: 08/20/21 School Name: Hall District

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Restroom Wing A Boys	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Restroom Wing A Girls	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 10	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK
	COMMENTS:	Couch needs to be removed from classroom. Unlabeled chemical bottles under sink.													
Room 16	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK
	COMMENTS:	Stained Ceiling Tiles													
Room 14	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 8	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 17	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 20	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 21	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
Room 27	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK

PART II: EVALUATION DETAIL Date of Inspection: 08/20/21 School Name: Hall District

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room 21	COMMENTS: Entry ramp has significant corrosion and holes.														
Room 26	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK
	COMMENTS: Entry ramp has significant corrosion and holes.														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Hall District Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5	NUMBER OF CLASSROOMS ON SITE 32
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Director: Facilities	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Gary Webb	
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 13	Number of "OK"s:	13	13	13	11	13	13	13	13	13	13	12	11	13	12	13
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	1	2	0	1	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	84.62%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	92.31%	84.62%	100.00%	92.31%	100.00%
Total Percent per Category (average of above)*		100.00%			84.62%	100.00%		100.00%	100.00%		96.16%		92.31%		96.16%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	96.15%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
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SCHOOL NAME Mintie White Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Rich Moran
Date of Visit: 9/16/2021
Number of Classrooms Visited: 6
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Mintie White Elementary School was found to be in Fair repair with a rating of 82.95% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there was one corrected teacher mis-assignments or vacancy at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- 347 d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.
e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

[illegible]

PART II: EVALUATION DETAIL Date of Inspection: 09/16/21 School Name: Mintie White Elementary School

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<i>Careteria</i>	COMMENTS:														
<i>Field</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<i>MPR</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
	COMMENTS:	Ceiling tiles near flag are stained.													
	COMMENTS:														
	COMMENTS:														

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Mintie White Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th	NUMBER OF CLASSROOMS ON SITE 28
INSPECTOR'S NAME Brian Sluggett	INSPECTOR'S TITLE Maintenance		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth
TIME OF INSPECTION 12:30 PM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
11	Number of "OK"s:	11	11	11	11	11	11	10	10	11	7	11	11	11	9	11
	Number of "D"s:	0	0	0	0	0	0	1	0	0	4	0	0	0	2	0
	Number of "X"s:	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	X	100.00%	63.64%	100.00%	100.00%	100.00%	81.82%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.91%	0.00%		81.82%		100.00%		90.91%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	POOR		FAIR		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	82.95%	SCHOOL RATING**	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



SANTA CRUZ
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SCHOOL NAME Ohlone Elementary
Williams Settlement Legislation Report 2021-2022
Date: 10/19/2021
Principal: Gina Elisalde
Date of Visit: 9/7/2021
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Richard Reid

School Facilities:

As determined by the Facilities Inspection Tool (FIT) Ohlone Elementary School was found to be in Good repair with a rating of 96.25% . See attached FIT report.

Teacher Assignment Monitoring:

For 2021-2022, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2021-2022 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:

The SARC report for 2019-2020 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:

Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:

Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2021-2022

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.

to be free of mildew, mold odor and visible mold.

e. Other

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

PART II: EVALUATION DETAIL

Date of Inspection: 09/07/21

School Name: Ohlone Elementary

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz	
SCHOOL SITE Ohlone Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5	NUMBER OF CLASSROOMS ON SITE 28
INSPECTOR'S NAME Richard Reid	INSPECTOR'S TITLE Maintenance		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Kevin Roth
TIME OF INSPECTION 8:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Good		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 10	Number of "OK"s:	10	10	10	10	9	10	8	10	10	10	10	10	9	10	10
	Number of "D"s:	0	0	0	0	1	0	2	0	0	0	0	0	1	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	90.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	95.00%		80.00%	100.00%		100.00%		95.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	96.25%	SCHOOL RATING** →	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.3

Board Meeting Date: November 18, 2021

☐

Action

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Information

TO: Santa Cruz County Board of Education

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

SUBJECT: Educator Effectiveness Funds for Santa Cruz County Office of Education

BACKGROUND

The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Receive presentation.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Dr. Jennifer Izant Gonzales Project Director	jizant@santacruzcoe.org (831) 466-5739

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$595,422.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Coaching, mentoring, and induction programs for staff including partnerships with the New Teacher Project and the ACT II admin credential induction programs.	25,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.		
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.	Literacy across the curriculum professional development and coordination.	100,000
3. Practices and strategies that reengage pupils and lead to accelerated learning.	Reengagement professional development to accelerate learning.	100,000
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.	Professional development and communities of practice to support social emotional learning and wellbeing.	100,000
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Restorative Justice coaching and professional development for positive school climate.	100,000
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.	Special Education training for staff including inclusive practices and early identification.	20,422
7. Instruction and education to support implementing effective language acquisition programs for English	Building capacity for staff to effectively integrate language development.	100,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.	Professional development and coordination of Ethnic Studies curricula and implementation.	50,000
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
Subtotal		595,422.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- (2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- (3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.
- (4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.4

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, Superintendent of Schools
Denise Sanson, Executive Director, Student Programs

SUBJECT: Educator Effectiveness Funds for Career Advancement Charter

BACKGROUND

The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Receive presentation.

Santa Cruz County Office of Education Career Advancement Charter

Educator Effectiveness Funds Plan 2021-2026

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Local Educational Agency (LEA)	Contact Name, Title	Email & Phone
Santa Cruz County Office of Education Career Advancement Charter	Denise Sanson, Executive Director	dsanson@santacruzcoe.org 831-466-5680

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year. The calculated funding rate is available at [Educator Effectiveness Categorical Programs](#).

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

Plan Descriptions

Identified needs:

Educators need increased opportunities for personal and professional growth to create a healthy and holistic school culture. Staff and students were consulted as stakeholders through surveys and discussion to identify needs in Educator efficacy since allocation was announced in October 2021. Stakeholders prioritized instruction and curriculum to support effective literacy and language acquisition for multilingual learners as well as investing inequitable and student-centered inclusive practices that reengage students to promote higher achievement. Providing specific professional development unique to our program and staff goals will support our educators in their pedagogical efforts and create collaborative opportunities for staff to learn new skills, connect to new resources, and align shared practices. Our community is unique and the support that staff needs to meet the needs of our diverse learners will be tailored to be meaningful and impactful. Adult learners who are responding to many different responsibilities and challenges need a staff who is prepared to serve the whole person. The staff has reported anecdotally that they have benefited greatly from intentional professional learning opportunities this school year.

Description of how funds will be used:

The Educator Effectiveness Fund will allow us to provide action-oriented professional development specific to adult learners. This will elevate our investment in racial equity in our community and allow us to continue working to provide a higher quality of education overall. We intend to use these funds to provide customized professional development that is relevant to our school community, particularly as related to the challenges presented by the COVID-19 pandemic, racial equity, English as a Second Language, career, and foundational literacy, and trauma-informed practices. Additionally, we intend to collaborate with our adult education consortium partners to explore and potentially offer meaningful professional learning opportunities for all participants.

Measurable Outcomes	Reported and Analyzed by
Staff and student qualitative feedback around school improvement, teaching practices, and educational resources	Bi-annual staff and student surveys Bi-annual LCAP surveys
Quantitative data showing an annual increase of literacy gains from 2022-2026 in Adult Basic Education and English Language Development for Career Advancement Charter students	Measured through Comprehensive Adult Student Assessment System (CASAS) Data monitored annually through Tops Pro Additional informative data integrated from the Tops Pro Data Integrity Report cross-analyzing student demographic populations and academic gains.
Credit Accrual	Data monitored quarterly through PowerSchool Student Information System
Increased measure of student persistence in the CAC High School Diploma program	Measured through student attendance quarterly through PowerSchool Student Information System
Staff attendance and participation at professional learning opportunities	Sign-in sheets Feedback surveys

Supplemental Instruction and Support Strategies	Planned Expenditures
STEMULATE Road to Racial Equity Professional Development	\$11,259
ESL and Standards-aligned instruction Professional Development	\$5,000
Holistic Student Support, Trauma-Informed Practices	\$5,000
Total	\$21,259

Allowable use of Funds - EEF 2021-2026

1	Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2	Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3	Practices and strategies that reengage pupils and lead to accelerated learning.
4	Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5	Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture into one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6	Strategies to improve inclusive practices, including, but are not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7	Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and bi-literate proficiency.
8	New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9	Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10	Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.5

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, Superintendent of Schools

SUBJECT: COVID-19 Update

BACKGROUND

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive presentation.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.6

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Rose Filicetti, President, County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Review and Discuss Board Bylaw 9400: Self Evaluation

BACKGROUND

The County Board of Education shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the vision and goals. Each year, the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. The Board will review the requirements and process for the 2021 Board Self Evaluation.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive presentation.

SELF-EVALUATION

The County Board of Education shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board shall set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board shall also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, Board trainings such as those offered by the California School Boards Association.

Board Adopted: May 20, 2021



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Sandra Nichols, Chair, Community Outreach and Legislation Committee
Valentin Lopez, Chairman, Amah Mutsun Tribal Band

SUBJECT: Resolution #21-27: Recognizing National Native American Heritage Month

BACKGROUND

In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States. The Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities. The Board will consider adopting Resolution #21-27.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-27.



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

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

Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

RESOLUTION #21-27
RECOGNIZING NATIONAL NATIVE AMERICAN HERITAGE MONTH

WHEREAS, from November 1, 2021, through November 30, 2021, the United States celebrates National Native American Heritage Month; and

WHEREAS, National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States;

WHEREAS, Native Americans are descendants of the original, indigenous inhabitants of what is now the United States;

WHEREAS, the Bureau of the Census estimated that, in 2010, there were more than 5,000,000 individuals of Native American descent in the United States, including 1.8% of Santa Cruz County residents;

WHEREAS, the Amah Mutsun Tribal Band comprises the descendants of Mutsun-speaking indigenous peoples taken to Mission Santa Cruz and Mission San Juan Bautista; and

WHEREAS, in 2013, the Amah Mutsun Tribal Band founded the Amah Mutsun Land Trust, a nonprofit actively working to protect and conserve cultural sites, research and restore traditional stewardship and land management practices, honor indigenous ancestors, and educate the public on the importance of traditional Mutsun stewardship;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education recognizes the month of November as National Native American Heritage Month and recognizes the Friday after Thanksgiving as Native American Heritage Day in accordance with section 2(10) of the Native American Heritage Day Act of 2009 (Public Law 111–33; 123 Stat. 1923); and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of November 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

Rose Filicetti, Board President
Santa Cruz County Board of Education

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



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

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

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE
Alternative Education Community Schools

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Approve the School Plan for Student Achievement (SPSA) plan for the Santa Cruz COE Alternative Education Community Schools.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Community School	44-10447-4430278	10/13/21	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability Plan (LCAP) and the Western Association of Schools and Colleges (WASC) plan, and various pandemic relief funding plans.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the progress of all students and provide input. Our ELAC and DELAC groups met with administration and staff and completed a needs assessment as well as reviewed the progress of all students. During these meetings, actions and services were approved for the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Goal 1

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

Identified Need

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation. This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	85.4% graduation rate as indicated on the 2019 CA Dashboard	Increase graduation rate to 87%.
Academic Achievement Data	<p>Pandemic results from Star Renaissance testing conducted during 2020-2021.</p> <p>Student Median Growth Percentile:</p> <p>Reading</p> <p>All: 45%</p> <p>EL: 31%</p> <p>spED: 36%</p> <p>Low Income: 41%</p> <p>Math</p> <p>All: 39%</p> <p>EL: 33%</p> <p>spED: 38%</p> <p>Low Income: 38%</p>	<p>Reading</p> <p>All students growth percentile at 47% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p> <p>Math:</p> <p>All students growth percentile at 41% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
ELPAC Data	2018-2019 school year ELPAC data: Level 4=18.95% Level 3= 37.89%	Increase overall score of 4 to 30%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged students.

Strategy/Activity

Provide instructional support, using highly qualified para-professionals and tutoring to students and to work alongside teachers to facilitate rigorous and engaging curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

231,794.70

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged

Strategy/Activity

Professional development to support curriculum and instruction and the social and emotional growth of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,062.00

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2020 Dashboard did not include essential data such as the graduation rate but during the pandemic, the Santa Cruz County Community School supported potential graduates to the fullest extent. Despite facing incredible challenges Alternative Education graduated 409 students throughout the 20-21 school year which is comparable to the previous year. Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers engaged in professional learning and created curriculum resources that supported our students throughout the evolving educational experience that evolved during the 20-21 school year. Our pandemic results from the Star Renaissance show that our student growth percentile in both reading and math went down which can be attributed to many reasons including taking part of the test remotely and interruptions to learning due to the pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. Last year our student reading growth percentile was 45 and math was 39. We are aiming for improvement this year as testing conditions and learning conditions stabilize and improve. The ELPAC was also administered during the 20-21 school year through the tireless efforts of our team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The pandemic had an impact on all goals and actions and continues to greatly impact educational goals and metrics as we navigate through returning to school and restoring an ideal educational experience for our students. Our goals have adjusted slightly to be aligned to our new LCAP. The Star Renaissance data which was collected mostly remotely shows an even greater need for academic support for all students, especially students with high needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student support services

LEA/LCAP Goal

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Goal 2

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

Identified Need

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local LCAP/Continuous Improvement Survey	78.6% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	87.6% of students feel safe at school	Increase to 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.

Strategy/Activity

Provide a network of support for students in foster youth and experiencing homelessness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,013.15

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Student Support Services

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Providing social and emotional supports for our students and access to resources is a major priority for our programs and essential now, more than ever. We have made significant efforts to build our support network of counselors and case managers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we have expanded this goal to include case management and support for foster and homeless youth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the pandemic and issues with the remote Healthy Kids survey we adjusted our metric to include results from our local LCAP and continuous improvement survey. By including data from our local survey we can closely monitor the progress of our SPSA goals and our three year LCAP goals to increase counseling support for our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement

LEA/LCAP Goal

The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

Goal 3

The Santa Cruz County Community School will partner with our community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

Identified Need

Our stakeholders including students, parents, and staff have voiced a need to continue to build student and family engagement opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP/Continuous Improvement Student Survey	72.2% of students feel connected to their school.	Increase to 75%
LCAP/Continuous Improvement Student Survey	86% of students have the opportunity to make decisions about their education.	Increase to 88%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, low-income students

Strategy/Activity

Engagement and enrichment opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

79,496.00

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Contracts

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal that supports student enrichment and engagement activities such as the arts, youth empowerment through Food What, and pro social emotional and wellness activities such as Yoga.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$338,379.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$330,365.85

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$319,303.85
Title II Part A: Improving Teacher Quality	\$11,062.00

Subtotal of additional federal funds included for this school: \$330,365.85

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$330,365.85

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Title I Part A: Allocation	319,303.85
Title II Part A: Improving Teacher Quality	11,062.00

Expenditures by Budget Reference

Budget Reference

Amount

2000-2999: Classified Personnel Salaries	239,807.85
5000-5999: Services And Other Operating Expenditures	90,558.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	239,807.85
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	79,496.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,062.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	242,856.70
Goal 2	8,013.15
Goal 3	79,496.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Cristal Renteria	Principal
Javier Gonzales	Classroom Teacher
Blanca Corrales	Other School Staff
Aurelia Espinoza	Parent or Community Member
Artemia Ornelas	Parent or Community Member
Daniella Gonzalez	Parent or Community Member
Juaquin Alonso	Parent or Community Member
Selene Avila Montes	Classroom Teacher
Brandon Proctor	Classroom Teacher
Desiree Alamillo	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

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

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE
Alternative Education Court Schools

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Approve the School Plan for Student Achievement (SPSA) plan for the Santa Cruz COE Alternative Education Court Schools

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Court	44-10447-4430146	10/13/21	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability (LCAP) and the Western Association of Schools and Colleges (WASC) plan.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council as well as our ELAC and DELAC groups met with administration and staff and completed a needs assessment as well as reviewed the progress of all students. During these meetings, actions and services were approved for the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Goal 1

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

Identified Need

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation. This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	85.4% graduation rate as indicated on the 2019 CA Dashboard	Increase graduation rate to 87%.
Academic Achievement Data	<p>Pandemic results from Star Renaissance testing conducted during 2020-2021.</p> <p>Student Median Growth Percentile:</p> <p>Reading</p> <p>All: 45%</p> <p>EL: 31%</p> <p>spED: 36%</p> <p>Low Income: 41%</p> <p>Math</p> <p>All: 39%</p> <p>EL: 33%</p> <p>spED: 38%</p> <p>Low Income: 38%</p>	<p>Reading</p> <p>All students growth percentile at 47% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p> <p>Math:</p> <p>All students growth percentile at 41% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p> <p>Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
ELPAC Data	2018-2019 school year ELPAC data: Level 4=18.95% Level 3= 37.89%	Increase overall score of 4 to 30%.
CA Healthy Kids Survey High Expectations Scale	87% of students reported as pretty much or very much true.	Maintain 87%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged students.

Strategy/Activity

Provide instructional support, using highly qualified para-professionals, to students and to work alongside teachers to facilitate rigorous and engaging curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

110,111.00

Source(s)

Title I Part D
2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, and English Learners

Strategy/Activity

Professional development to support rigorous interdisciplinary curriculum and instruction, including a specific focus on adopted frameworks, Next Generation Science Standards, and college and career awareness and support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,062.00

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2020 Dashboard did not include essential data such as the graduation rate but during the pandemic, the Santa Cruz County Community School supported potential graduates to the fullest extent. Despite facing incredible challenges Alternative Education graduated 409 students throughout the 20-21 school year which is comparable to the previous year. Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers engaged in professional learning and created curriculum resources that supported our students throughout the evolving educational experience that evolved during the 20-21 school year. Our pandemic results from the Star Renaissance show that our student growth percentile in both reading and math went down which can be attributed to many reasons including taking part of the test remotely and interruptions to learning due to the pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. Last year our student reading growth percentile was 45 and math was 39. We are aiming for improvement this year as testing conditions and learning conditions stabilize and improve. The ELPAC was also administered during the 20-21 school year through the tireless efforts of our team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The pandemic had an impact on all goals and actions and continues to greatly impact educational goals and metrics as we navigate through returning to school and restoring an ideal educational experience for our students. Our goals have adjusted slightly to be aligned to our new LCAP. The Star Renaissance data which was collected mostly remotely shows an even greater need for academic support for all students, especially students with high needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student support services

LEA/LCAP Goal

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Goal 2

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

Identified Need

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local LCAP/Continuous Improvement Survey	78.6% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	87.6% of students feel safe at school	Increase to 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.

Strategy/Activity

Provide a network of support for students in foster youth and experiencing homelessness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,013.15

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Student Support Services

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Providing social and emotional supports for our students and access to resources is a major priority for our programs and essential now, more than ever. We have made significant efforts to build our support network of counselors and case managers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we have expanded this goal to include case management and support for foster and homeless youth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the pandemic and issues with the remote Healthy Kids survey we adjusted our metric to include results from our local LCAP and continuous improvement survey. By including data from our local survey we can closely monitor the progress of our SPSA goals and our three year LCAP goals to increase counseling support for our students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$169,208.39
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,186.15

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$8,013.15
Title I Part D	\$110,111.00
Title II Part A: Improving Teacher Quality	\$11,062.00

Subtotal of additional federal funds included for this school: \$129,186.15

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$129,186.15

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	8,013.15
Title I Part D	110,111.00
Title II Part A: Improving Teacher Quality	11,062.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	118,124.15
5000-5999: Services And Other Operating Expenditures	11,062.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,013.15
2000-2999: Classified Personnel Salaries	Title I Part D	110,111.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,062.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,173.00
Goal 2	8,013.15

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Cristal Renteria	Principal
Javier Gonzales	Classroom Teacher
Blanca Corrales	Other School Staff
Aurelia Espinoza	Parent or Community Member
Artemia Ornelas	Parent or Community Member
Daniella Gonzalez	Parent or Community Member
Juaquin Alonso	Parent or Community Member
Selene Avila Montes	Classroom Teacher
Brandon Proctor	Classroom Teacher
Desiree Alamillo	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.4

Board Meeting Date: November 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Sandra Nichols, Chair, Community Outreach and Legislation Committee

SUBJECT: Resolution #21-28: Board Compensation

BACKGROUND

The Santa Cruz County Board of Education appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250. The Board will consider adoption of Resolution #21-28.

FUNDING IMPLICATIONS

Included herein the presentation.

RECOMMENDATION

Adopt Resolution #21-28: Board Members Compensation.



RESOLUTION #21-28

BOARD MEMBERS COMPENSATION

WHEREAS, the Santa Cruz County Board of Education appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 allows school districts, with an average daily attendance of 10,000 or less, but more than 1,000 for the prior school year, to receive a maximum compensation of Two Hundred Forty Dollars and no/100 Cents (\$240.00) in any month for each member; and

WHEREAS, The Santa Cruz County Office of Education's average daily attendance for the 2020-2021 school year was more than 1,000 but less than 10,000; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Board members are not required to accept payment for meetings attended;

WHEREAS, A member may be compensated for meetings missed when the Board, by resolution, finds that designated services for the district were being performed at the time of the meeting or that the absence was due to illness, jury duty, or a hardship deemed acceptable by the Board

NOW, THEREFORE, BE IT RESOLVED, the County Board of Education approves the maximum monthly compensation of Two Hundred Forty Dollars and no/100 Cents (\$240.00) per month as provided for in Education Code 35120, for meetings attended commencing in July of 2021

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of November 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

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



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.5

Board Meeting Date: November 18, 2021

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Action

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Information

TO: County Board of Education

FROM: Policy Committee

SUBJECT: First Reading: Board Policies 6000s Series

BACKGROUND

Modification and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 6141.2 Recognition of Religious Beliefs And Customs

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Board Policy 6141.2.



400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

To: Santa Cruz County Board of Education

From: Bruce Van Allen, Chair, Board Policy Committee

Subject: Adoption of Board Policy 6141.2 Recognition of Religious Beliefs and Customs

Policy Committee Recommendation: Adopted amended Board Policy 6141.2

Background

The Policy Committee was made aware that the Board had not adopted a current policy regarding recognition of religious beliefs and customs in the school context. The draft policy presented herewith achieves this.

The sample policy from the CSBA includes a phrase that assigns responsibilities to the Superintendent, which didn't seem correct in a Board Policy. I have marked up an amendment to clarify this. Instead of saying:

the Superintendent shall also distribute an annual holiday calendar and a shorter list of "Observances That May Impact Attendance.", ...

The amended version says:

The Board, in coordination with the Superintendent, shall also adopt an annual holiday calendar and a shorter list of "Observances That May Impact Attendance."

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Instruction

BP 6141.2 (a)

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The County Board of Education recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world.

The Board honors the rich cultural diversity of our students and our community. For many students in our schools, the observance of religious and cultural traditions is an important part of their personal, family, and community life. These traditions help the students understand and preserve their own value systems, cultures, customs and history.

In order to ensure that all students and families have the opportunity to participate in school activities, extracurricular and co-curricular activities and special events, the Board, in coordination with the Superintendent, shall also ~~distribute~~ adopt an annual holiday calendar and a shorter list of “Observances That May Impact Attendance.” Schools shall avoid scheduling exams, athletic events/contests and other special events, such as assemblies, field trips, and back-to-school nights, on days identified as “Observances That May Impact Attendance.” The list of “Observances That May Impact Attendance” shall be:

- Rosh Hashanah
- Yom Kippur
- Good Friday
- Christmas
- Eid-al-Fitr
- Eid-al-Adha
- Birth of Baha’u’llah
- Naw Ruz

(cf. [6143](#) - Courses of Study)

Recognition of Religious Beliefs and Customs (Cont.)

BP 6141.2 (b)

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [1330](#) - Use of School Facilities)

(cf. [1325](#) - Advertising and Promotion)

(cf. [5113](#) - Absences and Excuses)

(cf. [6145.5](#) - Student Organizations and Equal Access)

Staff shall not endorse, encourage or solicit religious or anti-religious expression or activities among students during class time. As part of their official duties, staff shall not lead students in prayer or other religious activities. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

(cf. [5127](#) - Graduation Ceremony and Activities)

Students may express their beliefs about religion in their homework, artwork and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards.

(cf. [5121](#) - Grades/Evaluation of Student Achievement)

(cf. [5145.2](#) - Freedom of Speech/Expression)

(cf. [6144](#) - Controversial Issues)

(cf. [6154](#) - Homework/Make-up Work)

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the public schools. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature.

Recognition of Religious Beliefs and Customs (Cont.)

BP 6141.2 (c)

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and are temporary in nature.

Legal Reference:

EDUCATION CODE

[38130-38138](#) Civic Center Act

[46014](#) Absences for religious purposes

[51511](#) Religious matters properly included in courses of study

[51938](#) Right of parent/guardian to excuse from sexual health instruction

UNITED STATES CODE, TITLE 20

[4071-4074](#) Equal Access Act

[6061](#) School prayer

[7904](#) School prayer

COURT DECISIONS

Lassonde v. Pleasanton Unified School District, (2003, 9th Cir.) 320 F.3d 979

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003

Religion in the Public Schools: A Joint Statement of Current Law, April 1995

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

CSBA: <http://www.csba.org>



SANTA CRUZ
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.6

Board Meeting Date: November 18, 2021

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Action

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Information

TO: County Board of Education

FROM: Policy Committee

SUBJECT: Second Reading: Board Policies 5000s Series

BACKGROUND

Modified and new policies may be adopted by the County Board of Education. The Board may accept the following proposed policy(ies) as submitted and move to take action, order changes, or order changes and bring back for a final reading:

BP 5131.7 Weapons and Dangerous Instruments

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Board Policy 5131.7.



400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

To: Santa Cruz County Board of Education

From: Bruce Van Allen, Chair, Board Policy Committee

Subject: Amendment to Board Policy 5131.7 Weapons and Dangerous Instruments

Policy Committee Recommendation: Adopt amended Board Policy 5131.7 to remove provisions allowing permission for possession of weapons for educational purposes.

Background

At a previous Board of Education meeting, the Board considered adoption of an updated version of Board Policy 5131.7 related to student possession of weapons on school facilities or at school activities. At the time, Board members expressed objection to provisions of policy 5131.7 that allowed for granting advance permission for students to possess weapons for educational purposes.

The amended version of Board Policy 5131.7 omits such provisions. The marked up version is attached so Board Trustees may see the deleted provisions. Upon adoption, a clean version will be posted along with other Board Policies.

As additional background, here are the relevant provisions of the corresponding Administrative Regulation 5131.7 that define “weapons and dangerous instruments”:

WEAPONS AND DANGEROUS INSTRUMENTS [Excerpt from AR 5131.7]

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted

primarily for stabbing, weapons with a blade longer than two and one-half inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5131.7(a)

Students

WEAPONS AND DANGEROUS INSTRUMENTS

The Santa Cruz County Board of Education (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.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5138 - Conflict Resolution/Peer Mediation)

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 or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

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.

(cf. 4158/4258/4358 - Employee Security)

~~Unless he/she has obtained prior written permission as specified below, a~~ **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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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)

(cf. 3515.2 - Disruptions)

~~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, at least five school days in advance of the planned possession, submit a written request to the principal which~~

BP 5131.7(b)

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

~~explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.~~

~~The principal may grant permission for such possession when he/she determines that it 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, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.~~

~~When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.~~

~~A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon 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.

(cf. 5125 - Student Records)

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 also shall 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.

Legal Reference: (see next page)

BP 5131.7(c)

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

Legal Reference:

EDUCATION CODE

35291 Governing board to prescribe rules for discipline of the schools

48900 Grounds for suspension/expulsion

48902 Notification of law enforcement authorities

48915 Required recommendation for expulsions

48916 Readmission

49330-49335 Injurious objects

PENAL CODE

245 Assault with deadly weapon

417.4 Imitation firearm; drawing or exhibiting

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school

653k Switchblade knife

16100-17350 Definitions

22810-23025 Tear gas weapon (pepper spray)

25200-25225 Firearms, access to children

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act, especially:

7961 Gun-Free Schools Act

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.7

Board Meeting Date: November 18, 2021

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Action

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Information

TO: County Board of Education

FROM: Policy Committee

SUBJECT: First Reading: Board Policies

BACKGROUND

Modification and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading. The Board will consider action to remove the following policies:

BP 5144	Discipline
BP 6146.2	Certificate of Proficiency/High School Equivalency
BP 6161.1	Selection and Evaluation of Instructional Materials
BP 6161.11	Supplementary Instructional Materials
BP 6162.5	Student Assessment
BP 6164.2	Guidance Counseling Services

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Remove the following Board Policies.



400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

To: Santa Cruz County Board of Education

From: Bruce Van Allen, Chair, Policy Committee

Subject: Board Policies to Rescind and Remove from Website

Policy Committee Recommendation: Motion to rescind the listed policies and direct staff to remove them from the COE website.

Background

The Policy Committee, with the advice of the CSBA, and with COE staff review, finds that the Board Policies listed below are obsolete, replaced by other policies, or otherwise not relevant to Santa Cruz COE schools or activities.

- 5144 - Discipline
Rescind per staff recommendation
- 6146.2 - Certificate of Proficiency/High School Equivalency
Delete and remove from website
- 6161.1 - Selection and Evaluation of Instructional Materials
Delete and remove from website
- 6161.11 - Supplementary Instructional Materials
Delete and remove from website
- 6162.5 - Student Assessment
Delete and remove from website
- 6164.2 - Guidance/Counseling Services
Delete and remove from website

DISCIPLINE

The County Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The County Superintendent of Schools or designee shall approve for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

County Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, County Board policy, and administrative regulations. The County Board may review, at an open meeting, the approved school discipline rules for consistency with County Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the Santa Cruz County Office of Education's nondiscrimination policies.

The County Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills,

implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

The County Superintendent or designee may report to the County Board regarding disciplinary strategies used in each school in the immediately preceding school and their effect on student learning.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49901)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment (Education Code 49901)

Adopted: 10/16/2014

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

The County Board of Education desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the County Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy, and administrative regulation.

The County Superintendent of Schools or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

Legal Reference:

EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education

48410 Persons exempt from continuation classes

48412 Certificate of proficiency; examination fees

48413 Enrollment in continuation classes

48414 Reenrollment in district

51420-51427 High school equivalency certificate

CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate

11530-11532 High school equivalency certificate (GED)

Adopted: 11/20/2015

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The County Board of Education desires that Santa Cruz County Office of Education's (COE's) instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the COE's curriculum to ensure that they effectively support the COE's adopted courses of study.

The County Board shall select instructional materials for use in K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The County Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

The County Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the time, place and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials, which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. Foreign language
6. Health

The County Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other student in the same class or course in the district has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopies sheets for only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

The County Board shall also make a determination that all students within the COE schools who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119. (Education Code 1240.3, 42605)

However, the COE may purchase the newest adopted instructional materials for students in schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)

If the County Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards – aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulations.

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination

1240 County Superintendent, general duties

1240.3 Definition of sufficiency for categorical flexibility

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-60062 Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of instructional materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufactures

60240-60252 State Instructional Materials Fund

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

CODE OF REGULATIONS, TITLE 5

9505-9530 Instructional Materials

Adopted: 11/20/2014

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The County Board of Education encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with Santa Cruz County Office of Education (COE) goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of County Board adopted basic instructional material that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes:
(Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the divers educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the County Superintendent of Schools or designee, school administrators, or teachers, as applicable, and obtained through donations to the COE and/or available funding sources designated for these purposes.

As appropriate, supplementary instructional material shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1.

Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Supplementary Materials Aligned with Common Core Standards

To prepare COE students to achieve the Common Core Standards in English language arts and mathematics and the English language development standards, as applicable, the County Board may select supplementary instructional materials from the lists of materials determined by the State Board of Education (SBE) to be aligned with those standards. (Education Code 60605.86-60605.88)

The County Board may approve supplementary instructional materials that are not on the lists approved by the SBE but which are aligned with the Common Core Standards provided that the materials comply with the evaluation criteria established by the SBE and Education Code 60050, 60060-60062, and 60226. The County Board shall select content review experts who possess the qualifications specified in law to review and recommend such supplementary materials. The majority of the content review experts shall be teachers who are credentialed and/or authorized in the subject area they are reviewing and the remainder shall include appropriate persons from postsecondary educational institutions, school curriculum administrators, and other persons who are knowledgeable in the subject area. (Education Code 60605.86-60605.88)

Appropriateness of Materials

Whenever a COE employee proposes to use a supplementary resource, which is not included in the approved learning resources of the district, he/she shall preview the material to determine whether, in his/her professional judgment, it is appropriate for the grade level taught and is consistent with COE criteria for the selection of supplementary instructional materials.

The employee shall confer with the County Superintendent or designee as necessary to determine the compliance of the material with COE criteria. The primary considerations should be the educational value, appropriateness, and relevance of the materials as well as the ages and maturity of the students.

Legal Reference:

EDUCATION CODE

233.5 Duty regarding instruction in morals, manners and citizenship

18111 Exclusion of books by governing board

51510 Prohibited study or supplemental materials

51511 Religious matters properly included

51933 Sex education materials

60010 Definitions

60050 Social content review of instructional materials

60060-60062 Requirements of publishers

60200.7 Suspension of state instructional materials adoptions

60226 Learner verification of instructional materials

60262 Use of instructional material funds

60400 Adoption of high school instructional materials

60605.8 Common Core Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

60811.3 English language development standards

COURT DECISIONS

McCarthy v. Fletcher (1989) 207 Ca. App. 3d 130

Fowler v. Board of Education of Lincoln County, (1978) 819 F.2d 657

Adopted: 11/20/2014

STUDENT ASSESSMENT

The County Board of Education recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in Santa Cruz County Office of Education (COE) programs, and/or eligibility for graduation. In addition, program effectiveness and staff evaluations shall, as appropriate, be based in part on indicators of student achievement.

To obtain the most accurate evaluation of student performance, the COE shall use a variety of measures, including COE, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

In selecting or developing a district assessment, the County Superintendent of Schools or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The County Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

The County Superintendent or designee shall provide professional development or assist teachers and paraprofessional in interpreting and using assessment data to improve student performance and the instructional program.

When COE and school-level results of student assessments are published by the state, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

Individual Record of Accomplishment

The County Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of any end-of-course examinations taken
2. The results of any career technical education certification examinations taken

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purpose of credit, placement, or admission. (Education Code 60607)

Legal Reference:

EDUCATION CODE

313 *Assessment of English language development*

10600-10610 *California Education Information System*

44660-44665 *Evaluation and assessment of performance of certificated employees (Stull Act)*

51041 *Evaluation of educational program*

51540-51455 *Golden State Seal Merit Diploma*

60600-60649 *Assessment of academic achievement, especially:*

60640-60649 *Standardized Testing and Reporting Program*

60800 *Physical fitness testing*

60810-60812 *Assessment of English language development*

60850-60859 *High school exit examination*

60900-*California Longitudinal Pupil Achievement Data System*

CODE OF REGULATIONS, TITLE 5

850-870 *Standardized Testing and Reporting program*

1200-1225 *High School Exit Examination*

UNITED STATES CODE, TITLE 20

9622 *National Assessment of Educational Progress*

Adopted: 11/20/2014

GUIDANCE COUNSELING SERVICES

The County Board of Education recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all students. Counseling staff may be available to meet with student to discuss academic achievement and serve the diverse needs of all students. Counseling staff may be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning.

Academic and Career Counseling

The Santa Cruz County Office of Education's (COE's) academic counseling program may help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

Counseling staff may help all students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

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

Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes. (10 USC 503; Education Code 49603)

Personal Counseling

Counseling staff may identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the County Superintendent or designee or with the COE's legal counsel whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.

Crisis Counseling

The County 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 before and after a crisis.

In addition, the County Superintendent or designee shall identify crisis counseling resources to train COE staff in appropriate response techniques and/or to directly help students cope with such crisis if they occur.

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.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

49600-49604 Educational Counseling

51250 School age military dependents

51513 Personal beliefs

52378-52380 Supplemental School Counseling Program

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family educational rights and privacy

Adopted: 11/20/2014



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.8

Board Meeting Date: November 18, 2021

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Action

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Information

TO: County Board of Education

FROM: Rose Filicetti, President, County Board of Education

SUBJECT: Discussion and Possible Approval of Resolution #21-29 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

BACKGROUND

Consistent with Government code section 54953, on October 21, 2021, the County Board of Education adopted Resolution #21-26, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #21-29, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Consider approval of Resolution #21-29.



RESOLUTION #21-29
RESOLUTION AUTHORIZING USE OF REMOTE
TELECONFERENCING PROVISIONS (AB 361)

WHEREAS, the Santa Cruz County Board of Education (“Board of Education”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Board of Education recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances:

- (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;
- (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
- (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Board of Education to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Board of Education to conduct teleconference meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Board of Education hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, the Board of Education is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment;

NOW THEREFORE BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference;

BE IT FURTHER RESOLVED, that the Board of Education has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

BE IT FURTHER RESOLVED, that the actions taken by the Board of Education through this resolution apply to any and all District committees which are otherwise governed by the Brown Act;

BE IT FURTHER RESOLVED, the Board of Education authorizes the County Superintendent of Schools to take all actions necessary to conduct Board of Education meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution after which the Board of Education will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of November 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

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