



**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](http://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**

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**Santa Cruz County Board of Education**  
**Regular Board Meeting**  
**Thursday, November 17, 2022**  
**4:00pm**  
**Boardroom and/or Zoom**

Members of the public may join the meeting either by attending in-person or joining the live video-conference using the following link:

<https://santacruzcoe-org.zoom.us/j/84413745516>

Or join by phone:

**Phone Number:** +1 (669) 444-9171

**Meeting ID:** 844 1374 5516

**PUBLIC COMMENT:**

Any person wishing to make a public comment will have the opportunity to do so either in-person or 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](mailto:vvalentin@santacruzcoe.org) no later than 2:00 PM on November 17th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo en vivo o 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](mailto:vvalentin@santacruzcoe.org) a más tardar a las 2:00 PM del 17 de noviembre. Cada individuo solo puede hacer un comentario por tema.

## **AGENDA**

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

Abel Sanchez (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Sue Roth, 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. CLOSED SESSION**

**4.1 Closed Session Disclosure**

The Board President will disclose that the Board will, in closed session, discuss matters relating to a litigation matter against the Santa Cruz County Office of Education as noted in item 4.2. Comments from the public will be taken following closed session.

Presenter(s): Abel Sanchez (President)

**4.2 Closed Session: Litigation Matter**

Superintendent Sabbah and Deputy Superintendent Reyes will share a litigation matter with the County Board of Education.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools  
Liann Reyes, Deputy Superintendent, Business Services

**5. OPEN SESSION**

Open session will begin as soon as matters can be heard.

**6. REPORT OUT ON CLOSED SESSION**

President Sanchez will report on any reportable action(s) taken by the Board in Closed Session.

**7. 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.

**8. 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.

- 8.0.1 Minutes of the Regular Board Meeting held on October 20, 2022
- 8.0.2 Migrant Head Start Application for Federal Assistance Policy Council/Committee and Board Approval Verification
- 8.0.3 Donations

**8.1 DEFERRED CONSENT ITEMS (if required)**

This item is placed on the agenda to address any items that might be pulled from Agenda Item 8.0 for further discussion/consideration if so determined.

**9. CORRESPONDENCE**

Official correspondence received by the Board, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

**10. REPORTS, DISCUSSIONS, AND PRESENTATIONS**

**10.1 Tech+ Student Programs Update**

Jason Borgen, Chief Technology Officer will provide an overview of the work of the Tech+ Division. The division formed in 2018, focuses on all aspects of technology, data, innovation, and educational technologies. The presentation will also provide a virtual connection with our CTE IT Essentials Class that is held at Digital Nest in south county and articulated with Cabrillo college for dual credit. Our Grant funded course and other CS initiatives will be shared as well.

Presenter(s): Jason Borgen, Chief Technology Officer, Tech+

**10.2 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, Santa Cruz COE Williams Coordinator  
Richard Reid, Director, COE Maintenance and Operations

**10.3 School Safety Update**

The safety and wellness of students, families, and school personnel are the highest priorities of all Santa Cruz County Schools. Given recent local events, there are growing concerns of students' sense of safety across our school community. These incidents highlight the importance of close collaboration between our emergency services and schools. Superintendent Sabbah will share several of these efforts and the high level of prioritization they are given across our county, from scenario-based trainings over the summer at Scotts Valley High School, to our ongoing Incident Command Academy hosted at the County Office of Education to our Safe Schools Consortia, involving local fire and law enforcement agencies, district and COE representatives, and others.

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

**10.4 Health & Wellness 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

**10.5 Student Trustee AR**

In order to enhance communication and collaboration between the County Board of Education and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance. Superintendent Sabbah will share his Administrative Regulation, detailing the Student Trustee application process and other important requirements.

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

**11. NEW BUSINESS AND ACTION ITEMS**

**11.1 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: Abel Sanchez, President



**11.2 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: Abel Sanchez, President

**11.3 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 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  
Denise Sanson, Senior Director, Career and Adult Learning Services

Motion &  
Roll Call Vote: Abel Sanchez, President

**11.4 Adopt Resolution #22-39: 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.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee  
Dr. Faris Sabbah, County Superintendent of Schools

Motion &  
Roll Call Vote: Abel Sanchez, President

**11.5 Adopt Resolution #22-40: Recognizing United Against Hate Week**

Hate has no place in society, and least of all on our school campuses. Alongside our school districts, the Santa Cruz COE and County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms. We are committed to ensuring our schools are safe and welcoming spaces for learners of all identities. We are encouraging recognition of United Against Hate Week at all schools within our community from Sunday, November 13, through Saturday, November 19.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee  
Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Abel Sanchez, President

**11.6 Discussion and Possible Approval of Resolution #22-41 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953**

Consistent with Government code section 54953, on October 20, 2022, the County Board of Education adopted Resolution #22-39, 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 #22-41, 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): Abel Sanchez, President

Motion &

Roll Call Vote: Abel Sanchez, President

**11.7 Discussion of the Possible Use of Remote Teleconferencing for the December 15, 2022 Board Meeting**

The Board discussed the possibility of conducting the December 15, 2022 meeting remotely via teleconferencing. In accordance with Resolution #22-39, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s): Abel Sanchez, President

Motion &

Roll Call Vote: Abel Sanchez, President

**12. SUPERINTENDENT'S REPORT**

Superintendent Sabbah will provide an update on activities and matters of interest.

**13. 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.

**14. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**

**15. SCHEDULE OF MEETINGS AND UPCOMING EVENTS**

Regular Meeting  
Santa Cruz County Board of Education  
December 15, 2022  
4:00 p.m.

Santa Cruz COE Annual Event - Santa Cruz  
Santa Cruz Museum of Art and History  
February 1, 2022

Santa Cruz COE Annual Event - Watsonville  
Sequoia Schools  
February 8, 2022

**16. ADJOURNMENT**

President Sanchez 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.



**SANTA CRUZ**  
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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 8.0.1

**Board Meeting Date:** November 17, 2022

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Administrative Department

**SUBJECT:** Minutes from the Regular Board Meeting held on October 22, 2022

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#### BACKGROUND

Meeting minutes from the Regular Board Meeting held on October 22, 2022.

#### FUNDING IMPLICATIONS

None.

#### RECOMMENDATION

Approve the minutes.



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**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, October 20, 2022  
4:00pm  
Boardroom and/or Zoom**

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**UNAPPROVED MINUTES**

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

Trustees Present:

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

Trustees Absent:

Alyssa Alto

Staff Present:

Faris Sabbah (Secretary), Debi Bodenhiemer, Melissa Lopez, Rebecca Olker, Liann Reyes, Audrey Sirota, Verenise Valentin

**2. PLEDGE OF ALLEGIANCE**

Superintendent Sabbah led the Pledge of Allegiance.

**3. APPROVAL OF AGENDA**

A motion was made to approve the agenda as presented (Filicetti/Roth 6-0-1).

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

**4. PUBLIC COMMENT**

Marta Bulaich (*Community Member*) spoke to the Board regarding the proposed zoning change in the City of Watsonville and the impact the potential change would have on Ceiba Charter School and the neighboring areas.

Ilia Bulaich (*Community Member*) spoke to the Board regarding the proposed zoning change in the City of Watsonville and the impact the potential change would have on Ceiba Charter School and the neighboring areas.

**5. CONSENT AGENDA**

- 5.0.1 Minutes of the Regular Board Meeting held on September 15, 2022
- 5.0.2 Routine Budget Revisions

A motion was made to approve the consent agenda as presented (Van Allen/Filicetti 6-0-1).

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

**5.1 DEFERRED CONSENT ITEMS (if required)**

None.

**6. CORRESPONDENCE**

None.

**7. REPORTS, DISCUSSIONS, AND PRESENTATIONS**

**7.1 Arts Programs**

The Santa Cruz COE is a staunch advocate for the arts. We value the arts as a tool of communication, creativity, and community engagement; a means to health and well-being; an instrument for the expression of culture and history; and a vehicle for the attainment of a fulfilling profession. Audrey Sirota, Arts Coordinator, Educational Services, shared the COE Arts Plan with the Board.

**7.2 Public Health 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.

**7.3 2021-2022 Unaudited Actuals Financial Statement**

The Board is requested to review information from the annual closing financial reporting document filed with the California Department of Education. Liann Reyes, Deputy Superintendent, Business Services presented the report to the Board.

**8. NEW BUSINESS AND ACTION ITEMS**

**8.1 Adopt Resolution #22-33: 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 via a Board Resolution. Melissa Lopez, Director, Fiscal Services, Business Services, presented the resolution to the Board.

A motion was made to adopt Resolution #22-33: Gann Amendment Appropriations Limit as presented (Filicetti/Van Allen 6-0-1).

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

**8.2 Adopt Resolution #22-34: In Support of College and Career Week**

Each year the Santa Cruz College and Career Collaborative establishes and promotes a countywide College and Career Week. In collaboration with families and community partners, this week is used to engage students in college and career-related activities to promote a college-going culture and help students learn about and plan for future college and career possibilities. The County Board considered the adoption of this Resolution.

A motion was made to adopt Resolution #22-34: In Support of College and Career Week as presented (Roth/Nichols 6-0-1).

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

**8.3 Adopt Resolution #22-35: Recognizing 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. All students deserve to feel safe and welcome in their schools and to see themselves represented in the curriculum. 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. The County Board considered adoption of this Resolution.

A motion was made to adopt Resolution #22-35: Recognizing October as LGBTQ+ History Month as presented (Van Allen/Filicetti 6-0-1).

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

**8.4 Adopt Resolution #22-36: Recognizing October 10 through October 14 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. With more than 6 million students in California’s public education system, the future of the public education system depends upon the quality of its leadership.

A motion was made to adopt Resolution #22-36: Recognizing October 10 through October 14 Week of the School Administrator as presented (Nichols/Roth 6-0-1).

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



**8.5     Adopt Resolution #22-37: October 17 Through October 21 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. Schools have a responsibility to increase student awareness about digital citizenship topics such as internet safety, privacy and security, cyberbullying, digital footprints, and information literacy. 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.

A motion was made to adopt Resolution #22-37: October 17 Through October 21 as Digital Citizenship Week as presented (Filicetti/Roth 6-0-1).

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

**8.6     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 9150             Student Trustee

A motion was made to waive the second reading of Board Bylaw 9150 Student Trustee and adopt the bylaw (Filicetti/Van Allen 6-0-1).

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

**8.7     Discussion and Possible Approval of Resolution #22-39 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953**

Consistent with Government code section 54953, on September 15, 2022, the County Board of Education adopted Resolution #22-28, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education discussed and considered adopting Resolution #22-39.

A motion was made to adopt Resolution #22-39 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953 (Filicetti/Roth 6-0-1).

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

**8.8 Discussion of the Possible Use of Remote Teleconferencing for the November 17, 2022 Board Meeting**

The Board discussed the possibility of conducting the November 17, 2022 meeting remotely via teleconferencing. In accordance with Resolution #22-39, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

**10. SUPERINTENDENT'S REPORT**

Superintendent Sabbah provided an update on activities and matters of interest.

**11. TRUSTEE REPORTS (3 minutes each)**

Trustee Filicetti

September 19 - Santa Cruz County School Board Association Meeting: Settling into 2022/23

September 21 - Live Oak School District Board Meeting to present *Little Mama* books and update the Board on the work and Annual Report of the Santa Cruz COE

September 22 - Empowering Education: Annual Report to the Community 2021-22

September 28 - CSBA Sample Policy Updates, to confirm that we are staying up to date

October 12 - Soquel Union School District Board Meeting to present *Little Mama* books and update the Board on the work and Annual Report of the Santa Cruz COE

October 13 - Mountain School Board Meeting to present *Little Mama* books and update the Board on the work and Annual Report of the Santa Cruz COE

October 19 - Adult Education Community Advisory Meeting; The Community Advisory Council is a group of community leaders who have advised the public about adult education programs in Santa Cruz, Aptos and the Pajaro Valley. In part, it is a way to disseminate information about our programs to friends in the community. More importantly, it is a process to elicit advice and direction about our efforts to serve the adult learners of Santa Cruz County. The agenda for this meeting is below:

- Political Outreach: Congresswoman, Zoe Lofgren
- Infographic Plus Data
- Consortium Update – New Director
- Julie Madrona, Transitional Specialist and Josie Morales, Counselor
- Social Media Update

Trustee Van Allen

He worked on preparing Board Bylaw 9150 Student Trustee for the October Board Meeting.

Trustee Nichols

She worked on preparing the Resolutions for the October Board Meeting.

Trustee Acosta

He had no report to share.

Trustee Roth

September 19 - Santa Cruz County School Board Association Meeting

September 22 - Santa Cruz COE 2021-2022 Annual Report to the Community

October 10 - Board Budget Sub-Committee Meeting

October 13 - Santa Cruz COE All Staff Meeting

President Sanchez

He attended the California County Boards of Education, California School Boards Association meeting. As well, he participated in the Board agenda and budget subcommittee meeting

**12. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**

None.

**13. SCHEDULE OF MEETINGS AND UPCOMING EVENTS**

Regular Meeting

Santa Cruz County Board of Education

November 17, 2022

4:00 p.m.

**14. ADJOURNMENT**

President Sanchez adjourned the meeting at 6:23 p.m.



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 8.0.2

**Board Meeting Date:** November 17, 2022

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Migrant Head Start Department

**SUBJECT:** Application for Federal Assistance Policy Council/Committee and Board Approval Verification

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### BACKGROUND

Migrant Head Start, Santa Cruz through the grantee Central CA Migrant/Seasonal Head Start is submitting an application for COLA and Quality Funds for 2022/2023.

### FUNDING IMPLICATIONS

Included herein.

### RECOMMENDATION

Approve application.



October 19, 2022

To the Santa Cruz COE Board of Education:

Migrant Head Start, Santa Cruz is applying for a renewal of our contract with Central CA Migrant Head Start (Stanislaus COE) for the season beginning March 1 , 2023 and ending February 28, 2024.

Migrant Head Start provides childcare for 170 children of local farmworker families: 135 children May through October and 35 children November through February, during our smaller winter program.

MHS contracts with 25 licensed, trained and monitored family child care providers in south county. We have a small staff of six: director, three coordinators, an administrative assistant and a part time clerical assistant.

MHS contracts with four consultants (health, nutrition, mental health, plus a Mixteco interpreter) to provide support for the families and the family child care providers.

Hopefully, 

STANISLAUS COUNTY OFFICE OF EDUCATION  
CENTRAL CALIFORNIA MIGRANT HEAD START

Application for Federal Assistance  
Policy Council/Committee and Board Approval Verification

Agency Santa Cruz Migrant Head Start

Amount of Request \$1,824,309.00

Date of Request 10/18/2022

Period of Request March 1, 2023 to February 28, 2024

Number of Children 170

<p>This application has the approval of the Governing Board of the Santa Cruz County Office of Education.</p> <p>As recorded in their minutes of _____.</p> <p>(Signed) _____</p> <p>(Governing Board President)</p> <p>(Date) _____</p>	<p>This application has the approval of the Central California Migrant Head Start Parent Policy Council/Committee.</p> <p>As recorded in their minutes of _____ N/A _____.</p> <p>(Signed) _____</p> <p>(Policy Council/Committee Chairperson)</p> <p>(Date) _____</p>
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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 8.0.3

**Board Meeting Date:** November 17, 2022

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Business Department

**SUBJECT:** Donations & Gifts

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### BACKGROUND

County Board of Education Policy 3280 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

### FUNDING IMPLICATIONS

Gifts/Donations received will be utilized by the programs to which they are donated.

### RECOMMENDATION

Accept gifts and donations as follows:

<u>Program</u>	<u>Donor</u>	<u>Value</u>
Special Education	Anonymous	\$55
	Santa Cruz Seaside Company	\$415



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 10.1

**Board Meeting Date:** November 17, 2022

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Jason Borgen, Chief Technology Officer, Tech+

**SUBJECT:** Tech+ Student Programs Update

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#### BACKGROUND

Jason Borgen, Chief Technology Officer will provide an overview of the work of the Tech+ Division. The division formed in 2018, focuses on all aspects of technology, data, innovation, and educational technologies. The presentation will also provide a virtual connection with our CTE IT Essentials Class that is held at Digital Nest in south county and articulated with Cabrillo college for dual credit. Our Grant funded course and other CS initiatives will be shared as well.

#### FUNDING IMPLICATIONS

None.

#### RECOMMENDATION

Receive presentation.





## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 10.2

**Board Meeting Date:** November 17, 2022

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Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Bryan Wall, Santa Cruz COE Williams Coordinator  
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

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### 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

None.

### RECOMMENDATION

Receive presentation.



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## **Santa Cruz County Superintendent of Schools**

### **WILLIAMS SETTLEMENT LEGISLATION**

#### **ANNUAL REPORT FOR SANTA CRUZ COUNTY OFFICE BOARD OF EDUCATION 2022-2023 FISCAL YEAR**

The Williams Settlement Legislation requires the County Superintendent of Schools to annually monitor and report on schools ranked by the CDE as CSI/ATSI, Teacher Credentialing Issues, and Graduation Rate (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, Delta, Santa Cruz City Schools, San Lorenzo Unified, Pacific District, and SCCOE for the period of August - October 2022. 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 Districts and COE Board Members and Superintendents.

<b>School</b>	<b>Principal</b>	<b>Facilities Rating</b>	<b>Facilities Percentage</b>	<b>Instr. Materials Insufficiencies</b>
Bayview Elementary	Renee Golder	Good	98.61	None
Calabasas Elementary	Todd Westfall	Good	98.30	None
Delta High School	Jen Gebbie Ra'anan	Excellent	100	None
E. A. Hall Middle	Dagoberto Garcia	Good	96.88	None
MacQuiddy Elementary	Rebecca Milburn	Good	97.73	None
Pacific Elementary	Eric Gross	Good	99.04	None
Pajaro Valley High	Consuelo Mason	Good	95.42	None
Rolling Hills Middle	Selene Munoz Casas	Good	98.3	None
San Lorenzo Valley Middle School	Shanna Urbancic	Good	97.5	None
SCCOE CAC	Denise Sanson	Excellent	99	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 2020-2021 SARCs for each school are available on the District websites. SARCs accurately reflect the findings by the *Williams* committee members.

**Teacher Assignments/Mis-assignments**

During our visit, the 2022-2023 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 Districts have 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.



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SCHOOL NAME Bayview Elementary  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Renee Golder  
Date of Visit: September 8, 2022  
Number of Classrooms Visited: 7  
Visiting Committee Members: Bryan Wall ,Richard Reid,Chris Chames

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School Facilities:

As determined by the Facilities Inspection Tool (FIT) ,Bayview Elementary was found to be in Good repair with a rating of 98.61% . See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023



PART II: EVALUATION DETAIL																
Date of Inspection: 08/30/22 School Name: Bay View 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	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Rm 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Rm 5	COMMENTS:															
	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Library	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Room 40	COMMENTS:															
	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: HVAC Not Working															
Room 44	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Restroom Boys	COMMENTS:															
	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Restroom Girls	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: HVAC not working.															
	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Room 14	COMMENTS:															
	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS: HVAC not working															
MP Room																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable  
Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION <b>SCCS</b>		COUNTY <b>Santa Cruz</b>	
SCHOOL SITE <b>Bay View Elementary School</b>		SCHOOL TYPE (GRADE LEVELS) <b>K-5th</b>	NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S NAME <b>Chris Chames</b>	INSPECTOR'S TITLE <b>Maintenance</b>	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION <b>11:00 AM</b>	WEATHER CONDITION AT TIME OF INSPECTION <b>Good</b>		

**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	6	9	9	9	9	9	9	9	9	9	9	9	9	9
	Number of "D"s:	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>9</b>	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	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%	66.67%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Total Percent per Category (average of above)*</b>		88.89%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
<b>Rank (Circle one)</b> GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		FAIR			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".

<b>OVERALL RATING:</b>	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	98.61%	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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\_\_\_\_\_

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SCHOOL NAME Calabasas Elementary  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Todd Westfall  
Date of Visit: August 25, 2022  
Number of Classrooms Visited: 8  
Visiting Committee Members: Bryan Wall and Richard Reid

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), Calabasas Elementary was found to be in Good repair with a rating of 98.3%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023



PART II: EVALUATION DETAIL		Date of Inspection: 08/24/21										School Name: Calabasas Elementary School				
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	PLAYGROUNDS SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
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:															
Playground	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	
	COMMENTS: Trash pile in paved area behind portables.															
Room 4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:															
Room 7	OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	
	COMMENTS: Non-compliant carpet and pillows blocking the door to furnace.															
Room 32	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	D	OK	
	COMMENTS: Holes in blacktop outside portable 15.															
Boys and Girls Restroom next to Room 20	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 21	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:															
	COMMENTS:															
	COMMENTS:															

PART II: EVALUATION DETAIL Date of Inspection: 08/24/21

School Name: Calabasas Elementary School

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	PLAYGROUNDS/ GROUNDS	WINDOWS/ GATES/FENCES
AREA															
	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		COUNTY	Santa Cruz	
PVUSD		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
Calabasas Elementary School		K-6	28	
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
Richard Reid	Maintenance	Sergio Ambriz		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION			
9:00 AM	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	11	11	11	11	10	11	11	11	9	11		
		0	0	0	0	0	0	0	0	0	1	0	0	0	2	0		
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		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%	90.91%	100.00%	100.00%	100.00%	81.82%	100.00%		
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	95.46%		100.00%		90.91%			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	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	98.30%	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%-99.99%	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 Delta High School

Williams Settlement Legislation Report 2022-2023

Date: September 19, 2022

Principal: Jen Gebbie Ra'anan

Date of Visit: September 1, 2022

Number of Classrooms Visited: 4

Visiting Committee Members: Bryan Wall, Richard Reid and Stephanie Sumarna

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), Delta High School was found to be in Excellent repair with a rating of 100%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 is available on the Delta 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

[illegible]

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable  
Use additional Area Lines as necessary.



SCHOOL/DISTRICT/COUNTY OFFICE OF EDUCATION SCCS		COUNTY Santa Cruz	
SCHOOL SITE Delta Charter School		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S NAME Richard reid		9th-12th	4
INSPECTOR'S TITLE Director: Facilities		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION 11:00 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:	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Number of "D"s:	0	0	0	0	0	0	0	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/A's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "N/A"s)	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	Total Percent per Category (average of above) <sup>a</sup>	100.00%			100.00%	100.00%		100.00%	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 9 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	EXEMPLARY
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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 EA Hall Middle School  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Dagoberto Garcia  
Date of Visit: August 25, 2022  
Number of Classrooms Visited: 9  
Visiting Committee Members: Bryan Wall and Richard Reid

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), EA Hall Middle School was found to be in Good repair with a rating of 96.88%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

PART II: EVALUATION DETAIL																
Date of Inspection: 08/25/22 School Name: E.A. Hall Middle School																
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/RVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
	Office	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 7	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Classroom cluttered														
	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 15	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Wallpaper and paint on back wall.														
	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	D	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK
		COMMENTS: Broken Floor Tiles														
	D-6	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
		COMMENTS:														
	D-6	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
	S-2	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
	S-3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														



PART II: EVALUATION DETAIL		Date of Inspection: <u>08/25/22</u>		School Name: <u>E. A. Hall Middle School</u>											
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		COUNTY	Santa Cruz	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	6th - 8th	
INSPECTOR'S NAME		INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Richard Reid		Maintenance	Sergio Ambriz	
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION		
11:00 AM		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	
↓  14	Number of "OK's":	14	14	14	12	13	14	14	14	14	13	13	14	14	14	14	
	Number of "D's":	0	0	0	2	1	0	0	0	0	1	1	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/A's:	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%	85.71%	92.86%	100.00%	100.00%	100.00%	100.00%	92.86%	92.86%	100.00%	100.00%	100.00%	100.00%	
Total Percent per Category (average of above)		100.00%			85.71%	96.43%		100.00%	100.00%		92.86%		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	SCHOOL RATING**
	96.88%	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:



400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • [www.santacruzcoe.org](http://www.santacruzcoe.org)

SCHOOL NAME MacQuiddy Elementary  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Rebecca Milburn  
Date of Visit: August 30, 2022  
Number of Classrooms Visited: 7  
Visiting Committee Members: Bryan Wall and Brian Sluggett

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), MacQuiddy Elementary was found to be in Good repair with a rating of 97.73%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

PART II: EVALUATION DETAIL															Date of Inspection: 08/30/22															School Name: Macauiiddy 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	PLAYGROUNDS/ CHOCOL GROUND	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 5A		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.																																										
Bathroom A wing		OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK																												
	COMMENTS:	Loose Faucet, Urinal leaking to floor.																																										
Bathroom Cwing		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:																																											
Cafeteria		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK																												
	COMMENTS:	Cracked floor tiles.																																										
Room 1C		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK																												
	COMMENTS:																																											
Room 7C		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK																												
	COMMENTS:																																											
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	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.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PVUSD		COUNTY Santa Cruz
SCHOOL SITE Macquiddy Elementary School		SCHOOL TYPE (GRADE LEVELS) K-5th
INSPECTOR'S NAME Brian Sluggett		NUMBER OF CLASSROOMS ON SITE 39
INSPECTOR'S TITLE Maintenance		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Sergio Ambriz
TIME OF INSPECTION 11:00 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/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES	11	11
		11	11	11	10	11	11	11	10	11	10	11	11	11	11	11		
		0	0	0	1	0	0	0	1	0	1	0	0	0	0	0		
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11		0	0	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%	90.91%	100.00%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)		100.00%			90.91%	100.00%	100.00%	100.00%	95.46%	100.00%	95.46%	100.00%	90.91%	100.00%	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	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	97.73%	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 Pacific Elementary

Williams Settlement Legislation Report 2022-2023

Date: September 19, 2022

Principal: Eric Gross

Date of Visit: August 23, 2022

Number of Classrooms Visited: All Grade Levels and Communal Spaces (13)

Visiting Committee Members: Bryan Wall and Richard Reid

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), Pacific Elementary was found to be in good repair with a rating of 99.04% (Exemplary). See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 is available on the Pacific 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

PART II: EVALUATION DETAIL				Date of Inspection: 08/23/22				School Name: Pacific Elementary								
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	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Steam Lab		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
6th Grade		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
4th Grade		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Library		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Dining Room		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Loose/Missing Floor Tiles														
T/K		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
2nd Grade		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
3rd Grade		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
5th Grade		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Kitchen		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Playground		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Band Room		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:

08/23/22

School Name:

Pacific Elementary

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	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	Santa Cruz	
Pacific Elementary School District		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
Pacific Elementary		K-6	8	
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
Richard Reid		Eric Gross		
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION		
9:00 AM		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/ GROUNDS	WINDOWS/DOORS/ GATES/FENCES		
		13	13	13	12	13	13	13	13	13	13	13	13	13	13	13	13	13
		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13		0	0	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%	92.31%	100.00%	100.00%	100.00%	100.00%	100.00%	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%			92.31%	100.00%		100.00%	100.00%		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		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	SCHOOL RATING**
	99.04%	EXEMPLARY

\*\*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:

It was a wonderful visit. Great culinary program and garden.



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SCHOOL NAME Pajaro Valley High School  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Consuelo Mason  
Date of Visit: September 8, 2022  
Number of Classrooms Visited: 9  
Visiting Committee Members: Bryan Wall, Chris Chames, Richard Reid

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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 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

PART II: EVALUATION DETAIL			School Name: <u>Paigero Valley High School</u>													
			Date of Inspection: <u>09/08/22</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	PLAYGROUNDS/ PARKING GROUNDS	WINDOWS/ 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	D	OK	OK
	COMMENTS:	Carpets worn. Stained ceiling tiles.														
K102		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
H-113		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Classroom cluttered.														
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. Desk placement doesn't allow for proper emergency exiting.														
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
	COMMENTS:	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
	COMMENTS:	Carpet on floor not fire retardant and is worn. (Tripping Hazard)														
H-107		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
H-110		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															

PART II: EVALUATION DETAIL		School Name: <u>Paiaito Valley High School</u>													
		Date of Inspection: <u>09/08/22</u>													
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/S PORTABLES GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
AREA															

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable  
 Use additional Area Lines as necessary.







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SCHOOL NAME Rolling Hills Middle School  
Williams Settlement Legislation Report 2022-2023  
Date: September 19, 2022  
Principal: Selene Munoz Casas  
Date of Visit: August 30, 2022  
Number of Classrooms Visited: 10  
Visiting Committee Members: Bryan Wall, Brian Sluggett, and Sofia Sorenson

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), Rolling Hills Middle School was found to be in Good repair with a rating of 98.3%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

**PART II: EVALUATION DETAIL**

Date of Inspection: 08/30/22

School Name: Rolling Hills 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
<b>Room 2</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 24</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 23</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room-5</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 19</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 20</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	X	OK
	COMMENTS:	Major concrete tripping hazards in courtyard.													
<b>Room 14</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 4</b>	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Floor badly stained													
<b>Room 6</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Room 9</b>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:														
<b>Library</b>	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.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
PVUSD		Santa Cruz	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)		NUMBER OF CLASSROOMS ON SITE
Rolling Hills Middle School	Grades 6-8		32
INSPECTOR'S NAME	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)		
Brian Sluggett	Sergio Ambriz		
TIME OF INSPECTION	INSPECTOR'S TITLE		
9:00 AM	Maintenance Person		
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	10	11	11	11	11	11	11	11	11	11	11	10	11
		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
11		0	0	0													
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		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%	100.00%	100.00%	X	100.00%	
Total Percent per Category (average of above)*		100.00%			90.91%	100.00%		100.00%	100.00%		100.00%		100.00%		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	86.36%	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 San Lorenzo Valley Middle School

Williams Settlement Legislation Report 2022-2023

Date: September 19, 2022

Principal: Shanna Urbancic

Date of Visit: September 6, 2022

Number of Classrooms Visited: 8

Visiting Committee Members: Bryan Wall and Richard Reid

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), San Lorenzo Valley Middle School was found to be in good repair with a rating of 97.5%. See attached FIT report.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 is available on the SLVUSD 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](mailto:bwall@santacruzcoe.org)

Attachments: Facility Inspection Tool 2022-2023

PART II: EVALUATION DETAIL				Date of Inspection: 09/13/22		School Name: SLV 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/S CHOCOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
Room 8	OK	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	OK	
	COMMENTS:																
Room 16	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:																
Band Room	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:																
Room 13	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:	Non-compliant couch															
Room 12	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:	Non-compliant couch															
Boys Gym	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:																
Girls Gym	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:																
Boys Bath	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
	COMMENTS:																
Girls Bath	OK	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.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SLVUSD		Santa Cruz	
SCHOOL SITE	SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE	
SLV Middle School	Grades 6-8	32	
INSPECTOR'S NAME	INSPECTOR'S TITLE		
Richard Reid	Director: Facilities		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:00 AM	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/PVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATEFENCES
		10	10	10	8	10	10	10	10	10	10	10	10	10	10	10
		0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Percent of System in Good Repair			80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
	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%	100.00%	
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	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		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	97.50%	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 Santa Cruz County Office of Education Career Advancement Charter  
Williams Settlement Legislation Report 2022-2023

Date: September 19, 2022

Principal: Denise Sanson

Date of Visit: September 1, 2022

Number of Classrooms Visited: 1 (Independent Study)

Visiting Committee Members: Bryan Wall and Richard Reid

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School Facilities:

As determined by the Facilities Inspection Tool (FIT), Santa Cruz County CAC was found to be in Excellent repair with a rating of 99%.

Teacher Assignment Monitoring:

For 2022-2023, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2022-2023 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 2020-2021 is available on the SCCOE/CAC 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](mailto:bwall@santacruzcoe.org)





## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 10.3

**Board Meeting Date:** November 17, 2022

☐

Action

☒

Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** School Safety Update

---

### BACKGROUND

The safety and wellness of students, families, and school personnel are the highest priorities of all Santa Cruz County Schools. Given recent local events, there are growing concerns of students' sense of safety across our school community. These incidents highlight the importance of close collaboration between our emergency services and schools. Superintendent Sabbah will share several of these efforts and the high level of prioritization they are given across our county, from scenario-based trainings over the summer at Scotts Valley High School, to our ongoing Incident Command Academy hosted at the County Office of Education to our Safe Schools Consortia, involving local fire and law enforcement agencies, district and COE representatives, and others.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Receive presentation.



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 10.4

**Board Meeting Date:** November 17, 2022

☐

Action

☒

Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Health & Wellness Update

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### 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 10.5

**Board Meeting Date:** November 17, 2022

☐

Action

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Information

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Student Trustee AR

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### BACKGROUND

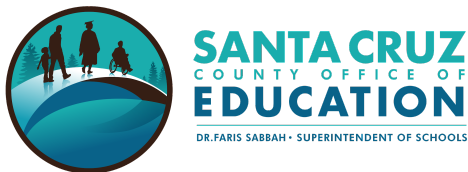
In order to enhance communication and collaboration between the County Board of Education and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance. Superintendent Sabbah will share his Administrative Regulation, detailing the Student Trustee application process and other important requirements.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Receive presentation.



## **Administrative Regulation**

**AR 9150**

**Adopted:**

### **Student Trustee**

Each spring, the Santa Cruz County Office of Education accepts applications from current high school **freshman, sophomores, and juniors** who are interested in filling the student trustee seat for the upcoming school year.

Applicants must be in good academic standing and willing to serve for one school year, from August through May.

### **Student Member Job Responsibilities**

What's expected from a student member:

1. To be prepared by reviewing the materials for monthly board meetings
2. To attend monthly board meetings
3. To participate and engage in discussions
4. To promote interest in and support for education in Santa Cruz County
5. To be courteous and respectful of public suggestions and complaints and refer them to appropriate parties
6. To work harmoniously with other Board members, city and other government officials
7. To become familiar with State laws, policies, and regulations as they relate to education
8. To accept the will of the majority vote in all cases and give support to the resulting policy

What a student member gains from Board membership:

1. Incredible experience and insight into educational policy in Santa Cruz County and California at large
2. Familiarity with local, State and Federal laws, policies, and regulations as they relate to education
3. Knowledge about education issues as they relate to Santa Cruz County, the state of California, and the nation
4. Ability to make a difference in educational policy



5. Mentoring relationship with Board member
6. Opportunity to gain job connections and to learn about career choices.

### **Privileges**

1. The privilege to make and second motions;
2. The privilege to cast an advisory vote although the vote shall not be included in determining the vote required to carry any measure before the Board.
3. The privilege to participate in Board trainings and conferences as it relates to the functions of the Board of Trustees.

### **Application Process**

Interested students will be required to submit the following documents to the Board for review. Specific forms and instructions for the application will be available on the Santa Cruz County Office of Education website.

- Application Letter
- Application
- Parental Support Statement
- School Support Statement

### **Selection Process**

1. Applications are sought from high school freshmen, sophomores, and juniors annually. The successful candidate is seated on the board at the start of the incoming school year.
2. Students from COE Alternative schools will be prioritized. If no applications are received from these schools, applications will be sought from other public high schools in Santa Cruz County
3. Each student trustee of the Board serves for a term of one year.
4. The Board shall notify site leads that applications are being accepted for the student trustee position.
5. Applications for the student trustee position must be submitted to the Superintendent's Office.

6. The Superintendent is responsible for convening a committee which may include staff, community members, and parents, to conduct a blind review of applications and select a maximum of six finalists for final interviews.
7. The Board will interview the finalists in open session.
8. The Board will, based on the interview scores, select one of the finalists to be the next student trustee of the Board.
9. Once the student is selected, the Board is charged with confirming the appointment.
10. An alternate will also be selected, in the event that the Student trustee is unable to serve



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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.1

**Board Meeting Date:** November 17, 2022

☒

Action

☐

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.

### RECOMMENDATION

Approve the plan.

# 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	10/26/22	

## 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.

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# Educational Partner 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 the goals and progress of the actions of the SPSA. The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups.

# 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

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. Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	90.3% graduation rate as indicated on the 2019 CA Dashboard	Maintain graduation rate at or above 85%.
Academic Achievement Data	<p>Pandemic results from Star Renaissance testing conducted during 2021-2022.</p> <p>Student Median Growth Percentile:</p> <p>Reading</p> <p>All: 42%</p> <p>EL: 37%</p> <p>spED: 30%</p> <p>Low Income: 36%</p> <p>Math</p> <p>All: 45%</p> <p>EL: 26%</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
	spED: 30% Low Income: 44%	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	20-21 ELPAC Data: Level 4=6.41% Level 3=43.59% Level 2=37.18% Level 1=12.82%	Increase overall score of 4 to 10%.

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)

234,015.19

#### 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 students.

### Strategy/Activity



Professional development including educator and administrator conferences 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)

22,520.13

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

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 2021 Dashboard indicated that our graduation rate increased over the past year to 90.3%. 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 that supported our students throughout the 2021-2022 school year. Our results from the Star Renaissance participation was challenging during the 2021-2022 school year. We had many students enter our programs much later during the school year and we were not able to collect as much growth data as we had hoped. Our Star Renaissance reading and math student growth percentiles as well as grade equivalency show that we have work to do across all student groups and opportunity gaps still persist post-pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. This year is the first year we have a Teacher on Special Assignment focused on supporting our multilingual students throughout our programs and helping us understand our ELPAC scores better to specifically tailor instructional supports to meet the needs of our students.

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 but we do have carryover for conferences as there was a decline in conferences and travel last year.

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.

At this point there are no changes that will be made to this goal.

# 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	82.8% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	88.7% 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)

8,501.85

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Student Support Services/Case Managers

## Annual Review

### SPSA Year Reviewed: 2021-22

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 collaborate with our foster youth and students in transition case managers to support our students. The case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education 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 to report.

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.

At this time there are no changes to this goal.

# 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	73.8% of students feel connected to their school.	Increase to 75%
LCAP/Continuous Improvement Student Survey	89.8% 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)

87,136

Source(s)

Title I Part A: Allocation  
5000-5999: Services And Other Operating  
Expenditures  
Contracts

## Annual Review

### SPSA Year Reviewed: 2021-22

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 goal supports student enrichment and engagement activities such as the arts, youth empowerment through Food What, and pro social emotional and wellness activities. Over the past year we demonstrated consistency and improvement with our metrics showing that students are feeling more connected and involved with their school program. We want to continue to include our families and community organizations in our programming. Consistently, our students have responded positively to our collaborations with community partners which provide engaging and empowering opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are 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.

There are no changes to be made to this 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	\$352,173.17
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$352,173.17

## 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	\$329,653.04
Title II Part A: Improving Teacher Quality	\$22,520.13

Subtotal of additional federal funds included for this school: \$352,173.17

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: \$352,173.17

# 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	329,653.04
Title II Part A: Improving Teacher Quality	22,520.13

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

2000-2999: Classified Personnel Salaries	242,517.04
5000-5999: Services And Other Operating Expenditures	109,656.13

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	242,517.04
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	87,136.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	22,520.13

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1	256,535.32
Goal 2	8,501.85
Goal 3	87,136.00



# 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
Michele Delibert	Classroom Teacher
Blanca Corrales	Other School Staff
Ana Mendoza	Parent or Community Member
Francisco Vegas	Parent or Community Member
Daniella Ramirez	Parent or Community Member
Beatriz Rito	Parent or Community Member
Audrey Nielsen	Classroom Teacher
Javier Gonzales	Classroom Teacher
Nate Zuniga	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.

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.2

**Board Meeting Date:** November 17, 2022

☒

Action

☐

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

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### 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.

### RECOMMENDATION

Approve the plan.

# 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	10/26/22	

## 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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# Educational Partner 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 the goals and progress of the actions of the SPSA. The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups.

# 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

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. Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	78.9% graduation rate as indicated on the 2019 CA Dashboard	Increase graduation rate to 80%.
Academic Achievement Data	<p>Star Renaissance testing conducted during 2021-2022.</p> <p>Student Median Growth Percentile:</p> <p>Reading All: 42% EL: 37% spED: 30% Low Income: 36%</p> <p>Math All: 45% EL: 26% spED: 30% Low Income: 44%</p>	<p>Reading 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: 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</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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	20-21 ELPAC Data: Level 4=6.41% Level 3=43.59% Level 2=37.18% Level 1=12.82%	Increase overall score of 4 to 10%.

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 classified and certificated staff to support students and 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)

112,404

#### 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)	Source(s)
15,013.42	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

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 2021 Dashboard indicated that 15 of our 19 students in our cohort graduated. 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 that supported our students throughout the 2021-2022 school year. Our results from the Star Renaissance participation was challenging during the 2021-2022 school year. We had many students enter our programs much later during the school year and we were not able to collect as much growth data as we had hoped. Our Star Renaissance reading and math student growth percentiles as well as grade equivalency show that we have work to do across all student groups and opportunity gaps still persist post-pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. This year is the first year we have a Teacher on Special Assignment focused on supporting our multilingual students throughout our programs and helping us understand our ELPAC scores better to specifically tailor instructional supports to meet the needs of our students.

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.

At this point there are no changes that will be made to this goal.

# 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	82.8% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	88.7% 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)

8,501.85

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Student Support Services/Case Management

## Annual Review

### SPSA Year Reviewed: 2021-22

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 collaborate with our foster youth and students in transition case managers to support our students. The case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education 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.

There are 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.

At this time there are no changes to this 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	\$135,919.27
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	\$135,919.27

## 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	\$8,501.85
Title I Part D	\$112,404.00
Title II Part A: Improving Teacher Quality	\$15,013.42

Subtotal of additional federal funds included for this school: \$135,919.27

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: \$135,919.27

# 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	8,501.85
Title I Part D	112,404.00
Title II Part A: Improving Teacher Quality	15,013.42

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	120,905.85
5000-5999: Services And Other Operating Expenditures	15,013.42

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,501.85
2000-2999: Classified Personnel Salaries	Title I Part D	112,404.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	15,013.42

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,417.42
Goal 2	8,501.85

# 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
Michele Delibert	Classroom Teacher
Blanca Corrales	Other School Staff
Ana Mendoza	Parent or Community Member
Francisco Vegas	Parent or Community Member
Daniella Ramirez	Parent or Community Member
Beatriz Rito	Parent or Community Member
Vito Chiaramonte	Classroom Teacher
Javier Gonzales	Classroom Teacher
Nate Zuniga	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.



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.3

**Board Meeting Date:** November 17, 2022

☒ **Action**

☐ **Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Dr. Faris Sabbah, County Superintendent of Schools  
Denise Sanson, Senior Director, Student Programs

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

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### 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.

### RECOMMENDATION

Approve the plan.

# 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 Office of Education Career Advancement Charter, Re-Entry High School for Adults	44 10447 0136572	10/26/22	

## 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)

Comprehensive Support and Improvement

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 Career Advancement Charter provides a re-entry high school diploma and Career Technical Education (CTE) option for adult students. The CAC offers individualized, goal-oriented, work-based, relationship-focused guidance and instruction, resulting in graduates who have successfully completed all academic requirements and are prepared to enroll in a college or career training program. The CAC is student-centered and is committed to ensuring that our students are partners in the schooling process. We will continue our collaboration efforts with our Adult Education partners in the county aligning data, building capacity as partners, collaborating on new program ideas, sharing resources, and focusing on student transitions. Our plan is centered around literacy growth and achievement, removing barriers, and increasing access to postsecondary and workforce opportunities. Through continuing to identify predictable patterns of success and areas for growth in our program, we will work to disrupt inequities, in partnership with our students and community stakeholders, and enhance our capacity to serve our community.

# Educational Partner 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 CAC School Advisory Council meets quarterly to review student performance and resources, and to provide input around the goals established for this improvement plan. Staff also have had an opportunity to meet individually with administration to provide guidance. Survey data continues to be an important means of obtaining stakeholder input in our school community. Through this ongoing feedback we continue to develop and enhance student programs throughout the many transitions we have made since the start of the COVID-19 pandemic. Previous feedback addressed the barriers students face while attending school, types of classes students would like to attend, learning and support opportunities for students, and additional student commentary on their needs and hopes. Teacher and support staff ideas, with reflection on the student data, help the CAC determine our goals and plan for each school year.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities for the Santa Cruz COE Career Advancement Charter are reported through multiple means such as our needs assessment at intake, Transition Specialist student interviews, Teacher/Specialist student update records, regular staff meetings, and student and staff surveys. Through these methods we have identified student resource inequities that we are working to address through multiple methods including but not limited to:

- Connecting students to community resources such as employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers our adult re-entry students face.
- Providing direct support to students with job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, technical education, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond.
- Implementing more professional learning opportunities for educators to support students' academic and social-emotional needs.
- Improve data collection and analysis in order to continue to identify and remove barriers of all kinds for our students and staff.
- Community feedback has indicated that we need to improve our outreach efforts. Many of our students find through word of mouth. There is a need for a process that is accessible and easy for students to navigate so that they can begin or continue their academic efforts.
- Respond to academic gaps by providing direct services in a small in person setting, particularly in the areas of math, literacy, and basic computer skills.

# 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

Engagement

## LEA/LCAP Goal

Students will be supported holistically to remove barriers, increase opportunities, and develop various skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement in the workforce.

Areas of focus for this goal include disrupting inequities by:

- Increasing access to postsecondary opportunities, including entry or advancement in the workforce
- Increasing student access to employment skills through Career and Technical Education courses
- Providing opportunities for hands-on learning as students progress through CTE skill growth units
- Ensuring that all CTE teachers are appropriately assigned and credentialed

## Goal 1

Our primary goal in the Career Advancement Charter is to remove barriers to learning and increase opportunities for all students.

## Identified Need

There is a critical need for direct support for our adult re-entry students in the following areas: connecting to community resources, including employment and employment readiness, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face. Providing direct support to students with career technical education experiences, job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond. We intend to focus on student transitions in and out of the Career Advancement Charter for our general student population and amongst specified targeted populations within our program such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students so that we can identify gaps in community resources. Providing integrated student support universally, through targeted populations and for the individual, allows us to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE course attendance	2.5%	50% of all CTE courses will have certifications offered.
CTE Certificate Attainment	0%	60%
All CTE teachers appropriately assigned and credentialed	100%	100%
Successful postsecondary opportunity placement	13.83%	25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career and Transition Services (CASAS)	33%	70%

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

#### Strategy/Activity

CTE Instruction 0.7 FTE - Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building

#### 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)
58,679.15	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Mental Health Counseling

#### 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)
10,000	Comprehensive Support and Improvement (CSI)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Maintain Project Specialist: focus on transition support and work with the Adult Education GOAL Transition Specialist Team to provide direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face

#### 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)

90,000

Source(s)

Comprehensive Support and Improvement (CSI)

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Increase CTE programming for Adult Students - Work directly with the Workforce Development Board and the County Office of Education to expand course offerings to adult students, with a particular emphasis on Medical and Dental Assisting as well as Building Trades.

#### 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)

20,768.26

Source(s)

Comprehensive Support and Improvement (CSI)

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide childcare services - Provide afternoon and evening childcare services at the Sequoia Schools campus so that students are able to participate in educational, prosocial, and counseling 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)

34,010.65

Source(s)

LCFF

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide healthy food options - Students will access warm meals on a daily basis at the CAC while on the Sequoia Schools campus

### 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)

7,500

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Activity 1: This school year proved challenging for our CTE programming. We will continue to work on providing CTE Certification options for CAC students.

Activity 2: We did contract with Encompass Community Services to hire an intern clinician for our CAC program. This person had limited success in working with our community. Going forward we are considering hiring an established clinician or partnering with another agency.

Activity 3: Recruiting a bilingual, bicultural Transition Specialist has proven effective. Our Transition Specialist works directly with teachers to develop student files to monitor and support their individual needs and goals in career, college, and social-emotional health. The Transition Specialist



assists students with career-focused activities such as resume building, job searching, interview preparation, post-secondary and career exploration, community college or technical education registration, enrollment, and financial aid. Additionally, teachers refer students to the Transition Specialist for community resource research assistance or dual enrollment learning opportunity enrollment. As our Adult Education consortia partners also employ Transition Specialists, they are building a collaborative to share best practices and provide wraparound support to students throughout the community. We will maintain this position indefinitely.

Activity 4: We have worked with the Workforce Development Board to create a Building Trades Pre-Apprenticeship program that is available to CAC students. This program may lead to Union Apprenticeships, employment with local industry partners, or continued education at Cabrillo College. Additionally, we have advertised our Medical and Dental Assisting Program to our CAC students, waiving the HSD requirement for eligible students. These CTE options will continue to be available as we explore additional opportunities for CTE experiences.

Activity 5: The CAC did provide childcare services in the afternoons and early evenings. We will continue to offer free childcare services for students.

Activity 6: We did provide healthy food options for our CAC students. The Culinary Class students were additionally able to provide different meal options for our students. We will continue to prioritize the importance of offering healthy food options.

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 goal focuses on providing integrated student support, to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma. We were able to carry out the planned actions successfully. However, based on the data collected aligned with the actions, we will continue to shift our CTE approach as the classes were poorly attended.

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.

We are not making any changes to this goal. Our data indicates that we have more work to do around our CTE programming. We will continue working on these actions in support of our larger goal of removing barriers and increasing opportunities 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 Achievement

## LEA/LCAP Goal

Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills literacy, and greater post-secondary opportunities, including entry or advancement in the workforce. Areas of focus for this goal include disrupting inequities by:

- Improving scope of services to be responsive, equity-focused, culturally relevant, and student centered
- Implementation of culturally relevant pedagogy
- Increasing student achievement as measured by the Comprehensive Adult Student Assessment System (CASAS)
- Ensuring all certificated teachers are appropriately assigned and fully credentialed
- Increasing instructional and administrative resources
- Acknowledging, addressing, and closing the opportunity gap for multilingual students
- Providing increased and meaningful opportunities for career exploration and preparation
- Increasing access to educational interventions

## Goal 2

Student achievement will increase as measured by CASAS gains, credit accrual, and attainment of a high school diploma.

## Identified Need

There is an identified need to assist students in making progress toward graduation from high school while increasing their English and Math proficiency and maximizing their post secondary opportunities with a focus on career exploration and job skills literacy. Improving student literacy expands student access to job training, workforce and higher education opportunities. Adult learners need specific supports that acknowledge their life experiences as well as the many real life responsibilities, including work, family, and school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASAS Gains (Math, English,)	62%	75%
Graduation Rate - California School Dashboard	62%	28%
Credit Accrual/Progress towards graduation	18.45%	25%
% of students earning at least 45 credits per year, or graduate		
Actual number of graduates (CAC)	86	90

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual number of graduates (CAC Corrections)	12	15

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

### Strategy/Activity

CASAS (Comprehensive Adult Student Assessment System) Management - Continue implementation of CASAS, develop and increase communication regarding the importance of testing, evaluate student growth and incorporate into the program improvement process

### 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)
8,862.95	Comprehensive Support and Improvement (CSI)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Bilingual Instructional Support .5 FTE - Provide a bilingual instructional aide available for CAC students to expand educational interventions and support, including one to one tutoring

### 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)
42,500	LCFF
	None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ESL Students

#### Strategy/Activity

ESL Teacher .5 FTE - Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2

#### 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)

25,000

#### Source(s)

Other

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Bilingual Senior Director; Programs Administrator 1.0 FTE - Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners

#### 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)

20,768.26

#### Source(s)

Comprehensive Support and Improvement (CSI)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

#### Strategy/Activity

Hire Bilingual 1.0 FTE Teacher for CAC programs - Retain current staffing and increase teacher by 1.0 FTE program-wide

#### **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)

100,000

Source(s)

LCFF

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Bilingual Community Organizer - Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.

#### **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)

125,000

Source(s)

LCFF

#### **Strategy/Activity 7**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ESL students

Strategy/Activity

Instructional Materials - Purchase instructional materials for use in Corrections and ESL courses

#### **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)

3,500

Other

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Learning Center facilities for adult students - Provide a space in North and South county for adult students to access instructional support, technological tools

### 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)

5,000

Source(s)

LCFF

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

### Strategy/Activity

Professional Staff Learning - Engage staff in dialogue specifically about race and equity to promote an intentional approach to disrupting inequities for adult 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)

7,500

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2021-22

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 goal aligned many of our improvement efforts. We were successful in achieving the majority of the planned actions. One substantive change is that we did not hire an ESL teacher. With the return to in person services, we were focused on providing core academics. We intend to continue building our ESL program in the 22-23 school year, therefore we will keep that action attached to this goal. Materials for our ESL program will be necessary as well.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and budgeted expenditures for this 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.

We are not making any changes to this goal. We will focus on implementing the actions that we did not complete this school year for this goal which includes hiring an ESL teacher.

# 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

Community Engagement

## LEA/LCAP Goal

The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice. Areas of focus for this goal include disrupting inequities by:

- Maintaining services across the county, including Corrections and Probation Services Center
- Expanding services to students at the Encinal Street, North County location
- Continued development of the intake process to document student need and streamline referrals for services
- Work closely with other County Office of Education departments, specifically Alternative Education, to offer HSD/HSE services to interested students
- Work with community partners for student outreach
- Offer authentic opportunities for student input and decision making

## Goal 3

To increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice.

## Identified Need

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortia member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners with a focus on relationship building, resource connections, culturally responsive, diverse opportunities for students, and meeting them wherever they are on their educational journey. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average student enrollment	271	200
Average daily attendance	131	175
Persistence Data	58.67%	60%
Student Survey Data Program Satisfaction:% of students who strongly agree that staff is dedicated to student academic success.	99%	94%

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

#### Strategy/Activity

Expand CAC Services

#### 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)

70,843.42

Source(s)

LCFF - Base

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Student Intake Process - Bilingual staff to complete student intakes in person, via Zoom, and over the phone to welcome new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher

#### 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)

15,000

Source(s)

Comprehensive Support and Improvement (CSI)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Community Referral System - Utilize Community Pro to make appropriate referrals to postsecondary 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)	Source(s)
8,862.95	Other

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning) - Work closely with adult education community partners on the CAEP and WIOA II grants, strategize with new and long-time partners to create new programming and program pathways, connections, referrals, data and general collaboration

**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)
20,768.26	LCFF

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Student Outreach - Promote CAC program across the county to encourage more adult students to complete HSD or HSE

**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)
12,997.53	LCFF - Base

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Identify Eligible WIOA training - Work with the Workforce Development Board to identify and promote eligible training provider list and federal funding for scholarships

### 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)

8,862.95

Source(s)

Other

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Career Development Focus - Professional development for staff around career development, offer quarterly job fair and postsecondary 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)

10,000.00

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Activity 1: The CAC continues to attract students mostly by word of mouth and outreach will continue to be a goal.

Activity 2: The student intake process has helped to systematize our enrollment protocol, connecting with students early in their CAC experience and identifying needs right away. Our bilingual intake staff will continue to meet students prior to enrollment. We will continue to improve this important action.

Activity 3: Community Pro is the shared platform for our Adult Education consortium. We have made progress this year learning the database so that we can make appropriate referrals for students transitioning to postsecondary programming. This continues to be an identified area of growth.

Activity 4: Our continued partnership with the CAEP consortium has allowed us to strategize with our partners, share best practice, identify ways to supplement each other's programming, and identify gaps in services provided.

Activity 5: Student feedback has expressed a need to do more with outreach as many of our students find their way to us by word of mouth. This year we have made progress in using social media to advertise our programs. Additionally, we are working with other Transition Specialists to promote our program where appropriate. We acknowledge a need to provide more outreach in the northern part of the county. Students have shared that local K12 schools would be a good place to advertise.

Activity 6: Our continued partnership with the Workforce Development Board has supported our ability to promote short term CTE programming available in the county. We will continue working closely with interested students to register for training and apply for federal funding as appropriate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

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.

We will not make any changes to this planned goal. All actions will continue and we will build on the work established in this school year.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$177,547
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$706,424.38

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$165,399.47

Subtotal of additional federal funds included for this school: \$165,399.47

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 (\$)
LCFF	\$352,278.91
LCFF - Base	\$83,840.95
Other	\$104,905.05

Subtotal of state or local funds included for this school: \$541,024.91

Total of federal, state, and/or local funds for this school: \$706,424.38

# 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
Comprehensive Support and Improvement (CSI)	165,399.47
LCFF	352,278.91
LCFF - Base	83,840.95
Other	104,905.05

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	165,399.47
	LCFF	352,278.91
	LCFF - Base	83,840.95
	Other	104,905.05

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	220,958.06
Goal 2	338,131.21
Goal 3	147,335.11



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.4

**Board Meeting Date:** November 17, 2022

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**Action**

☐

**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Sandra Nichols, Chair, Community Outreach and Legislation Committee  
Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Resolution #22-39: Recognizing National Native American Heritage Month

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### 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.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Approve the resolution.



**RESOLUTION #22-39**  
**RECOGNIZING NATIONAL NATIVE AMERICAN HERITAGE MONTH**

**WHEREAS**, from November 1, 2022, through November 30, 2022, 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 17th day of November 2022, by the following vote:

**AYES:**

**NAYS:**

**ABSENT:**

**ABSTAINED:**

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Abel Sanchez, Board President  
Santa Cruz County Board of Education

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Dr. Faris M. Sabbah, Secretary  
Santa Cruz County Superintendent of Schools



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.5

**Board Meeting Date:** November 17, 2022

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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  
Dr. Faris Sabbah, County Superintendent of Schools

**SUBJECT:** Adopt Resolution #22-40: Recognizing United Against Hate Week

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### BACKGROUND

Hate has no place in society, and least of all on our school campuses. Alongside our school districts, the Santa Cruz County Office of Education and County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms. We are committed to ensuring our schools are safe and welcoming spaces for learners of all identities. We are encouraging recognition of United Against Hate Week at all schools within our community from Sunday, November 13, through Saturday, November 19. This is a seven-day call for local civic action by people in every community to stop the hate and implicit biases that continue to impact too many members of our community. It is also an important opportunity to learn about ongoing efforts at schools and across our community, and to join in solidarity around a clear message: Hate has no place here.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Approve the resolution.



**RESOLUTION #22-40**  
**RESOLUTION RECOGNIZING UNITED AGAINST HATE WEEK**

**WHEREAS,** Hate has no place in society, and least of all on our school campuses.

**WHEREAS,** The Santa Cruz County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms.

**WHEREAS,** The Santa Cruz County Board of Education is committed to ensuring our schools are safe and welcoming spaces for learners of all identities.

**WHEREAS,** Sunday, November 13th through Saturday, November 19th is recognized annually as United Against Hate Week, an opportunity to come together and reflect.

**WHEREAS,** United Against Hate Week emerged from the response of Berkeley and other East Bay civic leaders to a series of extremist demonstrations in 2017

**WHEREAS,** This week has since grown to include more than 200 communities and is continuing to expand.

**WHEREAS,** We encourage recognition of United Against Hate Week at all schools within our community.

**WHEREAS,** This week calls for local civic action by people in every community to stop the hate and implicit biases that continue to impact too many members of our community.

**WHEREAS,** This week is an important opportunity to learn about ongoing efforts at schools and across our community, and to join in solidarity around a clear message: Hate has no place here.

**WHEREAS,** Our school districts and County Office of Education have created a toolkit with activity ideas for elementary and secondary students, sample social media posts, and information about local and national events, available online at [sccoe.link/UAHW2022](https://sccoe.link/UAHW2022).



**WHEREAS**, Sadly, acts of hatred appear to be on the rise.

**WHEREAS**, California saw a staggering uptick in hate crimes from 2020 to 2021, and Santa Cruz County was no different.

**WHEREAS**, Data compiled by the California Department of Justice shows hate-related offenses more than doubled in our county, from 16 in 2020 to 43 in 2021.

**WHEREAS**, The misguided narratives propping up hatred and intolerance that continues to be present in our society represents a sign of the work yet to be done.

**NOW, THEREFORE, BE IT RESOLVED**, The Santa Cruz County Board of Education and Santa Cruz County Office of Education is firmly committed to building our shared understanding of where inequities persist.

**BE IT FURTHER RESOLVED**, The Santa Cruz County Board of Education and Santa Cruz County Office of Education recognize Sunday, November 13th through Saturday, November 19th as United Against Hate Week.

**PASSED AND ADOPTED** by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of November 2022, by the following vote:

**AYES:**

**NAYS:**

**ABSENT:**

**ABSTAIN:**

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Abel Sanchez, Board President  
Santa Cruz County Board of Education

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Dr. Faris M. Sabbah, Secretary  
Santa Cruz County Superintendent of Schools



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.6

**Board Meeting Date:** November 17, 2022

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**Action**



**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Abel Sanchez (President)

**SUBJECT:** Discussion and Possible Approval of Resolution #22-41 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

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### BACKGROUND

Consistent with Government code section 54953, on October 20, 2022, the County Board of Education adopted Resolution #22-39, 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 #22-41, 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

Approve the resolution.



**RESOLUTION #22-41**  
**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 17th day of November 2022, by the following vote:

**Ayes:**

**Nays:**

**Abstain:**

**Absent:**

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Abel Sanchez, President  
Santa Cruz County Board of Education

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Dr. Faris Sabbah, Secretary  
Santa Cruz County Superintendent of Schools



## SANTA CRUZ COUNTY BOARD OF EDUCATION

### AGENDA ITEM 11.7

**Board Meeting Date:** November 17, 2022

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**Action**



**Information**

**TO:** Santa Cruz County Board of Education

**FROM:** Abel Sanchez (President)

**SUBJECT:** Discussion of the Possible Use of Remote Teleconferencing for the December 15, 2022 Board Meeting

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### BACKGROUND

The Board discussed the possibility of conducting the December 15, 2022 meeting remotely via teleconferencing. In accordance with Resolution #22-41, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

### FUNDING IMPLICATIONS

None.

### RECOMMENDATION

Conduct the Dec. 15, 2022 Board meeting in-person.